

# **Childhood Education**

**CHILDREN  
NEED EXPERIENCES**

**October 1948**

**JOURNAL OF THE ASSOCIATION FOR CHILDHOOD EDUCATION**

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# Childhood Education

The Magazine  
for Teachers  
of Children

*To Stimulate Thinking  
Rather Than  
Advocate Fixed Practice*

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### Number 2

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### Next Month—

"Children Need Continuity of Experience" is the theme for next month's issue. It will be presented in four parts: The Developmental Basis of Continuity; Helping Children to See Relationships in Their School and Home Experiences; Related Continuities in the Development of Science, Number, and Social Concepts, and Making Continuity of Experience Possible.

The contributors include Sister Mary de Lourdes, Dorothy Hayes, Glen Blough, James Griggs, Margaret Lindsey, Gladys Potter, James Smith, and Barbara Bishop.

News and reviews will complete the issue.



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*Photograph from Jerome Leavitt*

**Children need experiences  
In learning to help each other**

# Children Need Experiences

HOW GLIBLY WE SAY "EXPERIENC<sup>I</sup>" is the best teacher!" How frequently we cite Dewey's emphasis on *learning by doing* without realizing the challenging implications of that concept for curriculum reconstruction and child guidance! How narrowly and unimaginatively we interpret Kilpatrick's counsel when we project learning experiences as mere adjuncts to formal lessons and didactic procedures!

Children need experiences because every action and reaction is organized into the nervous system. How well they learn anything, how readily they recall it for use in further learning or living depends on the relation of new experiences to experiences already lived.

Children need experiences because their powers and capacities remain latent until brought into play. Life situations call for the action and inter-action upon which forward adjustment, development, and learning depend. Optimal development is contingent on adequacy and scope of experiences but also on the flow and pace of the experience process. The experiences must be like a stream that waters the otherwise parched land of learning. They must not flow so fast that they cause confusion. They must be absorbed and assimilated to meet children's needs.

Experiences must expand the children's horizons, widening their world from home to neighborhood to community and beyond in contact, communication, travel and identification, until far places, strange peoples and different cultures are within their ken.

Experiences provide the child with needed materials for contrast and comparison, manipulation and exploration

—all of which develop his powers of differentiation and discrimination.

Experiences must be selected and guided to meet and serve the need for ever clearer meanings and sounder concepts of the processes and relationships involved in social living. They must give impetus to observation and imagery; to inquiry, inference and investigation in order that insights are deepened and concerns are awakened.

Experiences must become the stuff of comment, record, and communication; the spur to play and dramatization; the inspiration for creative expression and aspiration.

EXPERIENCES ARE THUS COM-  
pounded of values which bear fruit in vicarious experience. They build the readiness for work. They open the doors to science. They widen and deepen the channels that lead to literature. But they also build the soundest approaches to the basic skills, and they are a most dynamic resource for cultural orientation and personality development.

Children need experiences with other children. They need to learn the ways of democracy through experiences in group living in which the common good is the matter of common concern. But here again, as everywhere, it is significant to note that such experiences are richer and more productive when they have content and process values.

It is indeed this quality which makes experience the approach par excellence for democratic education. By associating related values so that they are experienced together in living and learning, they become values to live by.

—Laura Zirbes

# Topsoil

MANY YEARS AGO BIRD BALDWIN reminded the Iowa state legislators that they were willing to appropriate millions of dollars for the study of their cattle, hogs, and corn but that they were unwilling to appropriate any money for the study and care of their children.

What the Iowa legislators refused to do then, and what too many legislators still refuse to do, some universities and a few communities are doing now. As a result, in some circles, this century is known as the century of the child.

The other day in the state of Maryland, agronomists again demonstrated a principle that education might well emulate. In a single day a farm was transformed from an unproductive, uneconomic, impoverished piece of land into a modern, prosperous and scientific producer of crops and dairy products. It has been estimated that about \$20,000 was added to the value of the farm in one day.

What had happened? The soil of this farm was being constantly eaten away by erosion. The buildings were all in need of paint and repair. Too many ditches were draining off valuable water. The farmhouse was uncomfortable, inefficient, unattractive.

What happened to change all this? Neighbors and scientists and farm organizations banded together to supply money, machinery, and skilled labor to save this farm. The land is now graded and terraced and contour-plowed so that needed moisture will be retained and the soil kept in its place. The buildings have been painted

and repaired; new ones have been built. Ditches have been drained and a pond has been dug. The house has been renovated and equipped with modern machinery for cooking, canning, refrigerating, laundering. Attractive shrubs and plants have face-lifted the yard.

What was formerly a liability has now become an asset to the owner, the community, and the nation; yes, even to the world. Most important of all—this one day's work by five hundred men and machines proves that we can do anything we want to, if we can agree on what needs to be done, know how it should be done, and are willing to do it.

WE CAN BEGIN with one farm or one school or one classroom. We can study one child or one group or one community. We can find one point of agreement or one common purpose to work for. "Peace" and "democracy" can become concomitants.

Wherever we are and whoever we are, we can make those environments, nurture those ideas, and stimulate those processes whereby life, liberty, and happiness can become more meaningful to more people. We need not abdicate to fear unless we want to. We need not erode our precious topsoil—the children—unless we are unwilling to organize and use our marvelous resources in their behalf.

What will be gained if land is saved to feed people one hundred fifty years from now, if there are no people left to feed?—F. M.

By WILLIAM HEARD KILPATRICK

## We Learn What We Live

How learning comes out of experience, how learning means growth, and how learning shapes experience and gives it a fuller and richer content are discussed by William Heard Kilpatrick. "Our children will learn exactly and precisely what they live. All that makes up the content of living, each item of each experience with its quality of living—all these we must consider if we would educate properly," concludes Dr. Kilpatrick.

THE GENERAL THEME, "CHILDREN Need Experiences," gives us our starting point here. We need to consider such things as how the child's learning comes out of experience, how the fact of learning means growth to the child, and how the learning itself gets back into experience to help shape it and give it a fuller and richer content. In a word, we need to see how the child learns what he lives, and how this learning remakes both him and his later living.

To see how such things can be we need to study more closely what the term *experience* means, what the verb *to learn* means in terms of experience, what it means *to live* anything, and how living and learning are interconnected. And in all this we must remember that we are dealing with children, not with fully grown adults.

How shall we understand experience? A beginning answer is easy. In experience the person is not only intent on something—that can be true of a cat or dog—but is besides able to see connections between what he now does and how it turns out, able to see such connections and study about them. From another angle, the essence of experience is seen in the fact that the earlier parts or phases of the experience stay with the person, in his mind

we say, to give meaning and direction to the later parts or stages.

Frank, aged nine, goes to see Henry and tells of a boat his uncle has just given him.

Henry too has a boat. So learning of Frank's boat, Henry proposes that they ask their mothers to let them go to the park and sail their boats in the lake there.

Frank is more than pleased at the idea. He is excited at the prospect and eager to go at once.

Henry's mother not only says yes but she calls up Frank's mother to explain that there is no danger—the lake is shallow and an attendant is always there. So Frank's mother gives her permission; and the boys set out, first to get Frank's boat and then to the lake.

In this incident we have not only an experience but one that shows in some measure the part that learning plays both in constituting and directing an experience.

First, let us see a few of the inter-connectednesses that make this an experience. Henry learned that Frank had a boat. This with the like knowledge of his own boat permeated all the rest of the experience.

Another fact, that Frank accepted the idea, entered perhaps equally into these same later events. It is such internal connectednesses at work that make of this an experience and not a bare succession of isolated happenings.

The part played by the fact of learning in this experience is perhaps

equally obvious. It is the act of learning that made each interconnection possible. Henry *learned* that Frank had a boat. That he himself had a boat had been previously *learned*; and that fact so learned remained with him—"in his mind" or "in his memory," whichever you prefer—to get back appropriately—as here—to play its proper part in helping to shape his further experience, as it does here.

The sentence just concluded gives a working definition of the verb *to learn*. Anything has been learned when, after entering the life process, it remains with the learner to come back appropriately into the life process there to help shape that process. That "Frank has a boat" was such an idea that entered Henry's life process and after entering that life process it fixed itself to come back, almost at once, to help shape the events outlined above. It was the fact of *learning* that made this possible. In senile decay, ideas come but do not stay; so learning does not function.

When Frank heard Henry's proposal, he liked the idea, he accepted it heartily as an idea to act on; and this idea so accepted stayed with him (he had *learned* the proposed idea to act on it, his hearty *acceptance* had brought strong learning). This learning thenceforth permeated all that Frank did in seconding Henry's efforts.

When Henry's mother heard the idea (*learned* the idea as idea), she accepted it (*learned* the proposal, fixed it in her organism to act on it). It then got to work in her life experience. She gave Henry her permission and sought permission for Frank. Her learning thus explains her further acts. The like learning in Frank's mother brought her permission. When both boys *learned*

that they had the needed double permission, they set out.

That these learnings all came out of living is clear (though we will discuss the matter more fully in a moment). We may profitably now sum up what we have so far found out about learning:

A. *Learning has taken place when any part or aspect of the on-going experience remains with one to come back later at the appropriate time into the life process to help shape that process.*

B. *I learn what I live and I learn it as I accept it to live by it.*

#### **Learning Means Growth**

The direction of my acceptance determines the direction of my learning. As a child, I touched a hot stove. It burnt me. I accepted that not to do it again. I learned *not to touch a hot stove*. Perhaps about the same time, I ate some candy. I liked it; I accepted the idea of *eating candy*. That idea stayed with me to act on whenever I could; I had learned to like candy to eat. In each case I learned the idea as I accepted it. This fact of acceptance puts the act of learning in the innermost heart of the learner. We parents and teachers may by threats and scoldings and perhaps actual punishments compel a child to act outwardly in a certain way, but we cannot compel him to accept that way in his heart to act on when we are not there.

The word *live* as used in B may trouble some because the transitive use of the verb *to live* is unusual. A few more explicit words may help.

First, consider a negative instance where some children were supposed to have learned something but clearly had neither learned it nor lived it. Some school children, who had for month after month been repeating the morn-

ing flag salute (repeating it in some sense and degree), were asked to write out the words of the salute. They tried to do as told but the written results were various and certain of them strange: "I plague the legion to the flag"; "to the republic for Richlan stand's"; "I perjur legens"; "I plaign alegins"; "to the Republicans"; "one country invisible"; "one country invisable"; "with liberty and jesters"; and many such phrases to like effect.

In some outward sense and degree these children had lived each morning's flag salute; but certainly those who wrote these excerpts had not lived in any accurate or effective degree either the words of the salute or the ideas back of the words. With equal certainty they had not learned as to words and ideas what they had not lived.

Second, let a positive instance tell us more precisely what it means to live words and ideas. Sally, aged six, asks her mother: "May I go over to Fanny's and play with her?"

Her mother replies, "Yes, if you come back before dark." And Sally at once sets out for Fanny's.

Did Sally *live* the words she addressed to her mother? And the idea back of the words? Can anyone doubt that Sally's words grew out of her actual living or that they recognized the condition underlying visiting or that they were intended to promote an aim that Sally had in relation to living? Similarly, is there any doubt that Sally *lived* the "yes" of her mother's reply and the idea it was meant to convey? The condition about coming back before dark might be debated. It is easy to doubt that Sally did live that *equally* with the "yes."

Does the question of degree enter

into living? And would degree of living affect degree of learning? It is clear that the flag salute children had lived in but very small degree either the words or ideas of that salute. We thought it doubtful that Sally lived her mother's condition about coming back before dark as clearly or as fully as she lived the "yes."

It takes but little consideration to convince us that there are some things we live far more deeply than others. The death of my long-time close friend means far more to me than the deaths of those unknown to me which I scan in the morning's paper; and I live the knowledge of my friend's death far more deeply; and I learn my friend's death more certainly and, so to say, more quickly. Once I hear it on reliable testimony, I learn it for all time. It does not have to be repeated nor do I tend to forget it. And analogously, there are many happenings in my life that mean little to me and I soon forget them.

We may then add to the principles of learning stated above the further principle that there are degrees of learning and that the more deeply I live anything the stronger I learn it. Another basis affecting degree of learning is my previous acquaintance with the matter at hand. If the new fits easily into what I already understand and use, I learn it more readily. We may put all these in the summary:

C. Anything—a thought, an attitude, a bodily movement—has been learned in the degree that it thereafter tends to get back into life at the right time to play there its appropriate part.

D. I learn anything in the degree I live it, in the degree that I count it important for me to know and use it, and further in the degree that I can understand it and can fit it in with what I already know and believe.

### **Learning Shapes Experience and Gives It Content**

But there is more yet to this matter of learning. A normal human being is a self-conscious person. As intimated earlier, he not only carries on conscious activities, he knows what he is doing and he knows that others know. But still more, his whole organic being gets into each act: he thinks, he feels, he moves his body. If we put these last two sentences together, a person not only puts "heart and soul" into what he is doing, along with mind and body; but if something outside interferes or somebody approves what he is doing or helps him do it, he then directs attendant thoughts and feelings toward this person or thing.

An old-fashioned teacher scolded a boy for his failure in the fractions lesson, hoping to make him study harder thereafter. Perhaps the boy did study harder, but that was not all. How did the boy feel about the scolding? Did he resent it and think and feel accordingly? Did he feel humiliated to be scolded thus before the others? Did he feel discouraged and say to himself, "I can't do it; I just can't learn books. Mother wants me to go on to high school and college, but I can't do it; it's no use to try"?

We cannot say just how this particular boy did think and feel; but we know that what he did live, as to thought and feeling, that he learned, learned as he accepted it in his heart to live by. These attendant or *comitant learnings* may mean more to this boy's future than the particular case of fractions he failed to learn. And such learnings are going on, for good or ill, all the time. No conscientious teacher can fail to take proper account of them.

But this is still not quite all. How this scolded boy thinks about himself for this one time might not mean much; but suppose the experience is many times repeated, the discouragement might then accumulate into the abiding trait we call an inferiority complex. In other words, we must distinguish *cumulative learnings* from those cases where we learn a thing perhaps once for all. My friend's death I did thus learn once for all, and I can never forget it. But what I thought of my friend, how I loved him and admired him, these things were the cumulative results of my experiences of him.

Perhaps, as regards character development, these cumulative learnings are the most important of all. Among them are my conceptions (each built out of all my knowledge and understandings from all my experiences of that thing), my ideals, my standards, my principles of action, my skills. All these are instances of cumulative learnings. The old education thought but little of such. Now we know that personality is largely so built, than which nothing is more important.

The conclusion of all this is that, since children do inevitably learn what they live, the home and the school must understand that education is in the process wherever experience, conscious living, is in process. The school then, like the home, should be a place for living the richest, fullest, finest living that we can effect with those committed to our care. And all that makes up the content of living, each item of each experience with its quality of living—all these we must consider if we would educate properly. It is the actual living that counts; for our children will learn exactly and precisely what they live.

By JAMES L. HYMES, JR.

## Of What Is Experience?

Variety, permission, time—these are the elements of experience. And to these we must hitch the special learnings and the skills that children must have. Once they happened automatically. Today we must plan for them if children are to understand. James Hymes is professor of education, State Teachers College, New Paltz, New York.

A FIVE-YEAR-OLD RECENTLY FOUND the real way to make money. For many months he had hoarded a dollar bill, a precious birthday present. At last the day came when he wanted to spend part of it. With some sadness at parting from his money, he walked into the store to buy a five-cent bar of candy. Wildly, a moment later, he tumbled out. In one hand he clutched the bar of candy. In the other hand, spilling over, were four pennies, a dime, a nickle, a quarter and a half-dollar. "Look, mommy, look!" he shouted. "Now I have a *lot* of money."

Another five-year-older was troubled. A grown-up, a close friend of his family, was always called "Jo-Taylor" . . . as though the two names were one. "What is your other name?" the five asked one day. Much talk seemed to make the point: Jo really stood for Josephine. All seemed clear until in quite another connection this five was asked the last name of a boy in his group, a new boy by the name of Joseph. "It's Phine," the five said, "Joseph Phine, don't you know?"

Life is so full of difficult ideas. Cost . . . danger . . . cause . . . value . . . distance . . . height . . . breakability . . . force . . . speed . . . what hurts and what doesn't . . . what is allowed and what not . . . what you may say and what is taboo.

The seven-year-old rides with her family in the car. "Go sixty, dad. Go seventy; go eighty."

The four-year-old gulps his bottle of soda. His tummy is full and distended. "I have a baby inside of me. I'm a mommy. Look at me."

The eight-month-old crawls on the living room floor. Safely she negotiates the little step down that leads to the dining room. The eight-month-old crawls on the bed. Painfully she tumbles to the floor below.

The ten-year-old, in all good humor, shoves the three-year-old on his sled. The sled speeds out of control and the little one is seriously hurt. "I didn't know it was so steep . . . I didn't know he couldn't steer."

You can feel the confusion when you listen to their questions. "Is the ocean bigger than the Hudson River?"

You can hear it when they state their complaints. "It's not fair. You had a birthday. I want mine now too."

You can catch it in their fears. "What would a bear do if you met him on the streets?"

You can see it in their play. "You must be Jesus and I must be God and I must take you in my automobile."

It even shines through their over-confidence. "The Empire State is the tallest building in the whole world, dopey. It's bigger than the school."

This is the confusion of growing up. But this is what you expect. Generalizations slowly built . . . relationships dimly seen . . . ideas coming one at a time and being put together only gradually. There is nothing wrong with this, for growing up.

But children must not become stuck at this level. Half-truth and dim understanding are dangerous today. They leave the door open to black magic and blind faith when today reason is needed . . . "I'm scared to death of another war but I guess it will all work out in the end; it always does." They leave the door open to hypocrisy when today honesty is needed . . . "I couldn't really get what he said but everyone else voted Yes so I did too; I didn't want to make a fool of myself." They leave the door open to fear and inadequacy when today courage is needed . . . "I don't bother reading that stuff about politics; it's too much for me."

Our big job is to help children live so they can keep on moving through this fog. And the way we must do it is not hard to say nor is it hard to see. Children themselves show us. It can be said in a simple word: *Experiences*. A chance to try out. A chance to taste and smell and hear and feel and touch, to roll and to drop, to crush and to pet, to shake, to poke . . . this is how you test the properties of this world, with all your senses. This is how meanings and capacities and potentialities get inside of you.

At the youngest levels you do it with objects. You do it with people. You do it with words. Within the small limits of your world—the crib, the play pen, the living room floor; your mother, your father, brother, sister, dog—you take the world, as much of

it as you can reach, and you turn it every-which-way until you come to know it.

#### *Of Such Are the Elements . . .*

Experiences. There is nothing new in that. We can even break down the idea into its component parts. One element is *Variety*. If you are young you must have the chance to do this world-shaking in many different ways. The cold of ice cream and of a gust of fresh air; the prickly of grass; the fuzz of the inside of your doll; the hard of wood and the soft of your blanket; the smooth of the floor and the rough of garden dirt; the dull of the table top and the bright tinkle of glass . . . You need all these and more as the base on which to build. You bite your rattle, you bite your daddy's finger; you pull your blocks, you pull your dog's hair. You live with these things and you live with people and these give you variety for your exploration.

Another element is *Permission*. This makes the variety real. This adds to the variety. This lets what is there be used. You drink milk and you dip your finger in it. You eat cereal and you squash it in your fist. You wash in water and you slap water. You pile blocks; you suck blocks. The fewer the fences, the fewer the do's and don'ts, the fewer the directions . . . the more knowledge can get inside of you. You need this atmosphere of freedom, of permission and of encouragement to use everything around you in your distinctive way. With permissiveness whatever is there becomes truly available—there for you, there to be used.

And a third element too: *Time*. Days beyond counting of just living . . . watching what people do, hearing what they say, being with them, work-

ing along with them. Life sinks into you over and over and over—taste and feel and sound and smell and touch—until it has become a part of you. You do move on. You lose interest in the old or you use it in new ways. You ignore it or you combine it but always, you do it.

But the pressure to grow is inside of you. New people are added, new objects, new opportunities, but you are the judge of when you have had enough of the old. No one measuring or judging. You set the pace.

#### *... To These We Must Hitch*

Variety . . . Permission . . . Time—*Experiences*. This is how knowledge is built, and conviction and confidence and courage. And this is the process on to which formal education must hitch. This is human. It is easy, natural, normal, comfortable. But this is also the way of true scholarship. For there is no taking-for-granted here, no false striving-to-please, no skipping lightly over the top. To give youngsters experiences is to give them the chance to explore and to test, to see in detail and to compare, to put into action and to evaluate. It looks easy because it flows with human behavior. This is scholarship. It meets the test.

Can we do it in our schools? It means a loose program with time in it. It means a friendly program with permission in it. It means a play program—play that is real work and work that is play. It means jobs and trips and responsibilities. It means visiting, building, buying, selling, gardening, measuring, cooking, cutting — the work that people living together do . . . And it is on to these that we must hitch the special learnings and the skills that we want.

There are obstacles. Some are forced upon us: the frightening size of our classes; the scarceness of materials for children to work with; half-day programs with pressure for time; lack of room; the absence of real out-door space, planned for children, equipped and rich.

#### *... And Plan For*

But some of the difficulties lie within ourselves. We harbor them and we need not.

How deeply have we probed the possibilities of materials: scrap lumber, boxes and crates, newspaper and cardboard and papier maché, salt and flour dough, bits of cloth and old hats and pocketbooks for costumes, ropes and pulleys and pipe and hose? We can end some of the narrow crayoning-pasting-cutting-pencil work if we try.

We have been imaginative in creating doll corners for housekeeping play. Have we been equally creative in setting up ferry-boat corners, garage corners, store corners? Have we overlooked the possibilities of oil cans and air pumps and automobile jacks, of wrenches and of old license plates, of used railroad tickets and grocery boxes, of bells and badges and baskets and buttons? We can let children build on what they see if we try.

Have we been too eager for store-bought equipment? Have we raised the jungle gym and slide and swings to the level of the state-adopted textbook? Have we been too blind to bricks and cinder blocks, pumps, wagon on wheels, wheel barrows, sewer pipe, barrels, kegs, boards and ladders . . . the miscellany with educational potential right close at hand?

Have we given in too easily to the pressures for uniformity? Have we

turned our backs on the apple coolers and reservoirs that are distinctive to our own back yard? The bakeries and ferries and farms and furnaces, the streams and swamps, the houses under construction and the ditches being dug? Just how hard have we resisted the invasion of "readiness books"? Have we let them dull our own resourcefulness and our inventiveness? We can build our own books, *experiences*, for our own children if we try.

How ingenious have we been in dragooning the help we need? Have we really tapped all that parents and older students and even administrators can give? Have we snared into the service of children every possible pair of eyes and of hands and feet? Every interest? Or have we limited children

to what we alone could give and plan and supervise?

We can do it in our schools. Enough of the difficulties lies within ourselves. We have accepted them and we can oust them too. Today it is more important than ever.

The variety is going out of children's homes. Permission is harder to find there. And time, too, is not so generously available. All of our social trends—the removal from the home of the processes of production, the restrictions of close living, the hazards of pavement, our smaller families—these are potential threats to children's real understanding. Once those valued three—variety, permission, time—happened automatically. Today they must be planned for.

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## Helping Children Use Experience

By JOSEPHINE S. PALMER

The creative teacher will provide an atmosphere which permits children to function freely and spontaneously. She will take her cues from the behavior of the children as her guide in helping them to use their experiences. Josephine Palmer is instructor in education, Teachers College, University of Hawaii, Honolulu, and supervisor of the four-year group.

IT IS GENERALLY ACCEPTED TODAY that young children need a variety of experiences. Many schools are including in their curriculum excursions, trips, and first hand experiences. Teachers are urged to plan trips, buses are supplied, parents help, and there is great emphasis on taking children *to see*.

Yes, we all feel that children must have experiences. But isn't there something else that we as teachers must

consider and plan for? Don't we have to help children make use of the experiences which we so conscientiously provide for them? Isn't it here that we often become confused and disturbed as we try to make these experiences useful to the child in a way that will contribute best to his growth and development? It is especially true if we are concerned with building our curriculum upon the interests of children and the needs of society.

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Gas station—  
two kegs  
and a hose  
plus boy  
and toy  
airplane

Photograph by  
Joyce M. Calburn  
State Teachers  
College  
New Paltz, N. Y.



What, then, are some ways in which we can help children use their experiences more effectively?

Perhaps we must first accept the fact that not all children need to have the same experience at the same time. Taking large groups on trips and excursions is often very limiting in terms of learning. A more satisfactory way may be to take just those six or eight children who are especially interested.

How can a teacher do this? What is to become of the other twenty or thirty in the group.

One teacher turned to the school principal—a man who needed and wanted to know more about the kin-

dergarten—and to one of the class mothers who was familiar with the children and the routines. These two capable adults welcomed the opportunity to take their turn at helping to solve a school problem. What a good time every one had for that half hour while Mr. S. played his accordian and visited with the five-year-olds.

Another school might be able to make use of the school nurse. Another may have specially trained mothers who could be called in for half hour periods either to take the children to see or to stay with those who remain at school.

Let us suppose, then, that small

group experiences are possible. Some of us may still feel a concern for those children who did not get to go. Won't they be hurt? Will it be fair? Aren't some disappointed?

No, this will not be so if there have been throughout the year many opportunities for children to build the concept that individuals have different needs at different times. Children can accept differences when assured that their own special interests will also have recognition. Johnny goes to see the steam shovel today. Tomorrow or the next day or the week after Mary knows that she will make cookies.

Experiences for children in the same group do not have to follow the principle of mass production. Assembly line techniques have no place in the school.

#### *Reliving Experiences Through Dramatic Play*

Teachers may also help children to use their experiences by changing and arranging equipment and by supplying properties that suggest dramatic play. It is through the dramatization of experiences in a free play situation that children attempt to understand the complicated world of which they are a part. Play is the child's way of reacting to life, and the teacher must be receptive to the ways children show their need for expression.

The teacher who is creative functions best if she is sensitive to what will aid the child in relieving some particular experience. She will take her cues from the child's behavior as to when the play situation has need for additional properties and accessories. She will set the stage and nourish the process but she will always be aware of the danger of over-stimulating and directing too much. There is a subtle bal-

ance between her role as helper and the child's role as master. Watching a child for cues is perhaps the safest way for the teacher to be sure she is not over-stimulating or dominating the play activity.

There are times, however, when the addition of some material will do a great deal to help the child develop and make better use of an experience. What does Johnny need to enrich his play of the filling station? Is there anything that would make this play more real to him? Perhaps a can from which he can squirt water as he oils the trucks and wagons. What about a polishing mitt, a sponge or best of all, an old tire pump? A wonderful gas pump can be made by simply putting two nail kegs on top of each other, adding a short piece of hose and a handle to turn. Now Johnny has several properties that may suggest to him the *local filling station*. He will be free to use whatever he wishes in whatever way seems best to fit his needs.

The teacher who watches for cues as to what will enrich and encourage the use of experiences needs a wide variety of properties and materials on her storage shelves. Many of these materials will be things that cannot be bought or ordered. Much of it might be called "beautiful junk" and will have to be collected, perhaps, slowly and carefully from many different sources. Each person should have the fun of making her own collection.

One kindergarten teacher became so enthusiastic about her "beautiful junk" that she organized it into special kits labeled airplane accessories, transportation properties, and so on. The following things are a few that she found useful and popular with her group of fives:

Typewriter spools fastened together with a wire suggesting ear-phones for airplane play. A small board on which various gadgets were mounted looked like an instrument panel. An old steering wheel was used for many forms of transportation play.

Another box with pulleys both large and small, pulleys to fasten quickly to the jungle gym for hoisting after seeing the big crane work, small pulleys to put on the trucks as they are used in block play.

Berry baskets, scales, cash register, cans, paper bags, and other things to use in playing store.

What else do young children play? Trains, boats, housekeeping—all kinds of construction work for which gadgets, materials and properties can be supplied. But here we must inject several warnings:

First, these things must only be used by a teacher who is willing to permit them to be used as the child desires, even though in a very different way from that thought of by the teacher. Properties and accessories are offered and made available but the child must be free to use them when and how he chooses.

Second, the sensitive teacher will be very sure that the child is ready and in need of the property before she offers it.

And third, the creative teacher will not impose her ideas or suggestions by having all of these materials in the room for use at the same time. Instead, she will place the oil can on the shelf near the truck. Later she may bring out rope so that the play of the window washer who has just finished washing the school windows can develop as a part of an immediate experience.

We all know that children use their experiences in a variety of ways at different rates. It is well for the teacher to be aware that at times children need a chance to make immediate use of an experience, especially if it has been a short and a relatively simple one.

A small group of four-year-olds had been watching for several days a large crane work-

ing on a nearby construction job. At last the crane's work was over and it was time to straighten and wind the cable wire.

The heavy cable was attached to the bumper of a very large truck. The truck backed across the ground pulling the kinks and twists out of the strong, thick wire. At one point the truck was literally dragged across the field as the crane wound and pulled the cable wire into place.

When the children returned to their play-yard it was very evident that they were full of what they had just seen. They began at once to use the trike as the truck, a rope for the cable, and the jungle-gym for the crane.

Here, then, is an example of immediate and spontaneous dramatization of a particular experience while it was still fresh and vivid in the children's minds. This of course does not say that all experiences are used immediately. But it does suggest that short, simple trips are valuable and that it may be helpful to return several times to see the same thing or to follow the different stages and processes involved.

Children need a chance to talk and to have teachers who are good listeners. Frequently we grow impatient with the long and sometimes disorganized accounts of an experience that is important and vital to the child. Or we allow our own thoughts to wander. The child can sense our preoccupation.

Teachers must be alert and sensitive to the variety of ways children express their feelings about the world which they are so busy trying to understand and interpret. There is no one way or right way to help children use their experiences. The creative teacher will provide an atmosphere which permits children to function freely and spontaneously and will take her cues from the behavior of the children. She will use their behavior as her guide in helping children to use their experiences.

# These Are Experiences . . . ... for the under sixes

By GERTRUDE E. CHITTENDEN

Experiences with things and with people—individually and in groups—are described by Gertrude Chittenden, head of the department of child development, Iowa State College, Ames, as essential for the under-sixes. The quality of these experiences and their contribution to children's learning will be determined by the ability and understanding of the adult interpreter, concludes Miss Chittenden.

**H**AVE YOU EVER WATCHED A CHILD intent on investigating thoroughly an object new to him? I had such an opportunity only a few days ago when I observed a two-year-old finding out all he possibly could about sand. Briefly, this was his method:

He approached the sand pile on the run, ran into it, sank to his knees, looked surprised, pressed hard against the sand with his hands to brace himself to stand, only to fall flatter. He rolled over, sat up, carefully eased himself up, twisted onto his knees.

He dipped his hands into the sand, took two handfuls, raised them to his head, let the sand fall through his fingers down over his hair and face. He laughed gleefully, picked up more, put some on his tongue, spit it out, brushed some off his clothes.

Next he carefully filled all his pockets with sand and shook them vigorously. Then he sat down and picking up handfuls of sand, let it sift slowly between his fingers.

As I watched I recalled a jingle to the effect that going to the beach with baby is not so much a matter of keeping baby out of the sand as it is keeping the sand out of baby.

Here was a child having an experience rich in opportunities for learning about just one of the innumerable things which surround him. It is

through such experiences that these young children develop their concepts. They learn that some things are heavy, some light; that some move, others have to be moved; that some feel cold, others warm; that some are smooth, others rough; that some make noises, others are silent. And unless we give children adequate opportunities to taste and touch and see and hear and smell a great variety of things around them, we are robbing them of their right to learn.

We cannot help but be impressed with the small child's enthusiasm in using all his capacities for learning through sensory experience. We may feel some distress when he assumes that to know sand completely he must taste it as well as touch and see and hear and smell it. But we must admit that he is a thorough, highly motivated learner.

It becomes important then that we make a child's environment rich in sensory experience. His play materials should be the kind that give him opportunity to experiment safely in all these sensory ways. The adults with whom he lives have an important role to play in allowing him freedom to experiment for it is only through such freedom that he can make his learning thorough.

These same adults have a responsibility for helping children put their sensory perceptions together into meaningful and accurate wholes.

Children need much help in interpreting cause and effect relationships, in relating themselves to the things around them, in discovering their own powers in relation to these things.

The two-year-old-observed in sand play has in no way completed his learning about sand. His horizon will be broadened when, given a chance to use sand plus water, he discovers the fascinating possibilities of its use in constructing tunnels and bridges and mountains and roads. He has discovered how he can *use* sand. But at the same time he also may discover that sand has real limitations. His bridges and tunnels will not withstand his weight—they crumble. It is in such experiences as these that he may need help in interpreting the behavior of sand. His questions will begin with *why*. In his parents' vocabularies the word *because* will appear many times.

As he grows older he will become interested in where sand comes from and how it is used by people other than children. This is the time that he wants and needs experiences that take him out of his immediate home environment into his community. A trip to a lumber yard where sand is sold, to a sand quarry, to a construction project where sand is being used—all these are types of experiences which broaden and deepen his knowledge of the material, sand.

#### *Nature Experiences*

Nature experiences offer a particularly good opportunity for increasing his knowledge of his world and at the same time creating an attitude of awe and wonderment about it. Observe a group of preschool children investigate an earthworm. Most of us are satisfied to watch the worm and in-

wardly we feel a sense of relief when he crawls out of reach.

Not so the three- or four-year-old. He feels the worm, squeezes it, watches it, wants to know what it eats, where it lives, how it "walks". It is only by having this thorough, sensory experience combined with a source of sympathetic information that he can *know* the worm.

Adult-child shared nature experiences such as the enjoyment of a beautiful sunset or a waterfall can result in both a better understanding of the phenomena and an increased wonderment about them. Such experiences are likely to result too in the assurance that there are order and law in the universe within which man fits but which he does not control.

#### *Experiences With People —Individually and in Groups*

Not only does the under-six need experiences with things. He needs experiences with people. He shows the same experimental approach in learning to know them as he does in learning to know things. Through his experimenting he discovers such valuable realities as these: that some people have kind voices, others do not; that the touch of some hands is light, that of others heavy; that some people, especially small ones, grab one's possessions while others allow theirs to be grabbed.

Some of his most important experiences are in his family group for it is here that he forms his attitudes toward himself and others. First, he needs the experience of intimate physical contact with the people he loves most—his parents. This includes the caressing and fondling and cuddling necessary to tell him that he is a loved person. Like-

wise he needs experience in returning affection and in having it welcomed. He learns how to show affection in his family group.

He needs experiences in sharing the time and attention of these same adults with other family members. Again it is in the family that he first experiences sharing in work and play. Here is where the attitudes essential to co-operation are formed.

In his family group he experiences the satisfaction of being recognized as an individual with unique contributions to make to a group. He desires recognition and approval for his accomplishments. So simple a gesture as putting his "painting" on the wall at home or at nursery school may provide just the experience he needs to give him a feeling of worthwhileness. So many of a young child's experiences have in them elements of frustration with an accompanying deflation of ego that it becomes important for families to give these recognition experiences.

The young child derives a feeling of personal adequacy too from the experience of doing things for himself. He has a great urge to be self sufficient. He needs to satisfy this urge. This means of course that he must live in an environment in which he can do things for himself. Perhaps this is one kind of experience that makes nursery schools popular with children. With their small tables and chairs, low hooks and shelves, they invite children to be independent.

Mention has been made of the child's learning about the reality of his physical world through his experiences with things. He needs other kinds of reality-facing experiences. He must have some experiences in which he learns to accept authority—the kind of author-

ity represented by those who are more mature and wise in the ways of the culture than he is. Again his parents are of primary importance. He must learn to face some of the limitations imposed on him by his own small size, his immaturity, his lack of ability to make certain kinds of decisions. Careful adult interpreters are needed to give him these experiences without having him feel unduly inadequate.

Experience with people outside the family, particularly with children his own age, is essential for the under-six. Where but in such a group can he find out how it feels to be hit by someone whose property he has destroyed; how to approach a companion in such a way that he responds positively; how to share materials and space with others whose needs and desires are very like his own? It is in such a group that he discovers the two-way relationship between himself and the group. His behavior is influenced by group expectations. However, as an individual he has some influence on the group. He has many chances to try out different ways of behaving for the purpose of finding those most useful to him. These are important discoveries.

Ideally his associations with other children will make possible opportunities for becoming acquainted with children who differ from him in race, religion, nationality, economic status, and physical and intellectual capacity. To the extent that he can have such a group experience, to that extent is he forming attitudes and understandings basic to a tolerance of differences. Here again an adult interpreter with the ability to accept and understand differences in people is an essential part of the child's experience.

# *. . . for the six to nines*

By MAYME SWEET

Experiences which help the six to nines to find meanings are the most important for them. Mayme Sweet, supervisor in the department of instruction, public schools, Denver, Colorado, describes some of these experiences and the resources which make them possible.

**"BUT I THOUGHT YOU LIKED COTTAGE CHEESE!"** Aunt Mary directed her remark to nine-year-old Nancy as they cleared the luncheon table.

"I used to until I found out that it was made with sour milk."

Here is focused one of the important problems of our times—the need for wide, broad experience to give meaning to things and processes in our lives.

Knowing that cottage cheese is made of sour milk added meaning to Nancy's life but the experience fell short of full meaning because it was limited to one experience with sour milk. After all, milk that has soured and is served on cereal is one thing. Sour milk combined with soda and made into chocolate cake is another. Sour milk with lemon juice in salad dressing is something else again.

In this highly complex, industrialized society characterized as it is by specialization where one doesn't even know his neighbor, much less understand the work he does, the school has a new role. Its role is to put meanings into life by creating an environment rich in diversified experiences that give children opportunity to explore, to discover, and to experiment.

For many years the school has depended largely on written and printed materials as the means through which

meanings might be extended. Today even though other media of communication are being used, reading still holds a significant place in the school curriculum. Important as reading is as a means of communication, it is an abstraction removed to a greater or lesser degree from the experience of the reader. Only as the reader has experienced broadly can he hope to approach the particular meanings the author has in mind. If reading is to be relied upon as an important tool of communication, it must be preceded as well as accompanied by much real, actual, firsthand, concrete experience.

"What's mold?" asks Sue, as she interrupts her reading.

"It's a kind of growth," responds her teacher.

"What's parasitic?" queries Sue.

"When one plant feeds on another," the teacher replies.

"How do they grow?" Sue asks. She is seeking to clarify her ideas. She asks for meaning. The teacher gives her more abstraction—words, words, words.

How fortunate for Sue had she been in Miss Gardner's room where the children became interested in mold through the fungus growth that gathered on the unprotected jelly which the class had made last year. To find out if the spores in the air fasten themselves to living matter, the children had set up a mold garden by putting a piece of moist bread in a jelly glass in a warm room. They watched the spores mature and saw for themselves the fungus grow. Mold for them is not an abstraction. It has meaning.

## **Resources for New Meanings**

Providing experiences for children does not necessarily involve specialized material and equipment. However, enrichment is more possible when supplementary aids are available such as science and food laboratories, workshops, music and art studios, toy libraries, and so forth. Excursions when properly planned and conducted can provide new meanings. Local industries and businesses can provide resources for extending ideas, and everyday happenings can become important parts of the school curriculum. Some examples of these experiences follow:

A trip to the ice plant of a fruit express company gives meaning to "ice harvest," "90,000 tons of ice," "pickaroons," "ice slingers," "retopping," and "creepers." Icing a freight car of eighty-six cars in twenty minutes is a possible concept for boys and girls strung along a three thousand-foot platform as they watch workmen deftly step from the platform to the tops of the freight cars and lift the lids of the bunkers into which the ice blocks are dropped.

"Five dollars a car for foods iced with crushed ice and only four dollars when ice blocks are used" is a cost difference which is appreciated when the children observe the man power and strength required to hold and train the heavy rubber hose as it spews forth the crushed ice from the large ice slinger.

"Thursday is our slack day," the foreman explains, "because most of the produce comes from California. Trains that leave there Sunday get here (Laramie, Wyoming) on Thursday. Since there's little work done on Sunday there's not much work here on Thursday when the cars are due to come in."

Thus children witness interdependence and interrelatedness of people.

In a fourth grade studying communication, the children are planning designs for the cover of their diary of progress. To the teacher the ideas expressed are very mediocre. He has talked about using symbols of communication but somehow the idea has not carried over.

An exhibit of textiles from a local department store is brought to school. The children discover the commonplace things artists use for motifs. In addition to flower motifs which are the most common, the children note bird cages, bird baths, garden hose, rakes and hoes, drills, screws, washers, sockets, circus tents, side shows, ballons, clowns, elephants, monkeys, merry-go-round, roller coasters, ferris wheels, shooting galleries—even children's figures. They are amused that one artist who could not make faces has specialized in back views. It hadn't occurred to them that anything could be expressed through a back view.

In a particular community many children ride bicycles to school. Problems arise. Children swap rides and owners learn to give rides in return for some favor, some coveted possession or the prestige involved. Some children take rides when they "haven't any business to." Locks get lost or are forgotten and sometimes bicycles disappear.

Much is involved in owning a bike. It must be locked when not in use and placed where it will be safe. Tires must be kept inflated.

Traffic rules are not arbitrary. They have been worked out for the best interests of all concerned. Rights and privileges extended to bicycle riders at times involve some limitation on personal wishes.

In order that these insights may be more than mere verbalisms, the teacher decides to make the children's bike problems part of the classroom situation. The problems are listed on the board and the teacher and children plan experiences which they think will give them some answers:

They decide to visit the bicycle rack and see how many bikes are locked.

They decide to find out about locks, particularly the kinds of locks that are best for bicycles.

They plan to visit the bicycle department of the police station and find out how to get a bike back if it is lost or stolen.

They choose a committee to visit a bicycle shop to find out about the cost and care of bicycles.

Two of the most fruitful experiences are the report of the committee which visited the bicycle shop and the trip to the police station.

Reporting on the cost of different makes of bicycles and accessories, the committee brings a bicycle into the classroom. Different children point out the special features of different bicycles and explain the value and cost of acces-

series. Fork, wheel, sprocket, and pedal bearings are discussed. Their purpose in making the rider more comfortable is indicated. Headlights, rear light reflector, adjustable handle bars, and seats are demonstrated. A price catalogue is made available for reference. In their demonstration the children use such words as "adjust," "tighten," "air pressure," "valve," and "license."

The police building, the children discover, is like any other office building with a particular function. Everything is orderly and business-like. Tom who had reported his lost bike to the police is pleased to find that because he had purchased a license his card is in the file. He is impressed that the information is accurate. Records and forms take on new meaning for him.

The children see the wheels that have been impounded. The officers point out the damages that result from riding bicycles which are not in good condition. Each child is given a card on which the rules and regulations for bicycle riders are stated.

One tangible outcome from the trip is that the three children who had not purchased licenses buy them as soon as possible.

### **Personal-Social Relationships Are Learned As Lived**

In an atmosphere where children are free to explore, many personal relationships are experienced:

John is working with Jerry and Colin to build a fort. He needs certain blocks to finish the wall. Jerry won't let him have them. John goes to the lumber box and finds some 2 x 4 blocks which he substitutes.

John although engaged in block construction is also "father" of the family which is living in the playhouse. When it's "dinner time," he leaves his companions in the block-building project and joins "mother and the children" at the play table.

A group is making a ski-jump. "Do it yourself," Peter remonstrates as he walks away from the group. His friend, Danny, picks up the hammer and carries on.

The chairman of the committee is aware of these reactions. He discovers he has become too demanding and that Peter won't take it. Danny however has a "higher level of tolerance." If the chairman is to secure the co-

operation of his committee members, he must learn these relationships and adjust his demands to the temperaments of the members of his committee—a nice point in human relationships and one in which experience is probably the best teacher.

For the child who is shy and retiring there is opportunity in a free situation to discover new friends:

Benjamin is observed fitting a puzzle together. Later, when he has finished the puzzle, he wanders to the clay table. He takes a lump of clay and begins to manipulate it. Soon he is joined by another child who helps him by making a basket of clay. Together they fill it with "eggs".

The next day Benjamin joins the construction group. He becomes occupied in putting windows in the wall of blocks. He removes a block and attempts to place it over the gap. Finding the space too wide he pushes the sides together so the block will bridge the gap. He makes two more windows by inserting a smaller block in the space left vacant by the block he has removed. He places a small block over each vacant space.

Later in the morning Benjamin approaches the visitor, a little shyly at first, "What are you writing?" he asks. "What is your name?"

In a few minutes, Charles, an apparently shy child who is having difficulty with the loose bow in his glasses approaches the visitor with natural assurance, "Have you got a pin to fix my glasses?"

The visitor explains that she is sorry but she does not have such a pin. Charles, undaunted, continues the conversation, "I was in the first grade. Now I changed to this grade, I am seven now. That's my teacher. She's in our house (made of blocks in the center of the floor). We made it for her."

In an environment where children feel free to explore and investigate, they gain confidence and self-direction. If they have learned to depend on the teacher for direction, explanation, and evaluation, they seldom think of doing things on their own initiative, much less greeting a stranger and asking him questions.



Benjamin joins the clay group



John completes his fort

### **The Motivation Is There**

Teachers, who recognize the role of the school in supplying experiences that will make meanings more significant and who get their clues of what and when to teach from the developmental needs of children, will create an environment rich in things and objects that are usable and that work. When they feel that children are ready for the abstractions of reading and allied skills, they will see that such teaching is accompanied by many direct, concrete, firsthand experiences.

Teachers who identify themselves closely with the interests, needs, and

concerns of children know that they constantly seek meanings, not only of processes and things but also of relationships. Teachers are as sure of this as they are of the intrinsic growth factor that gives children increased stature.

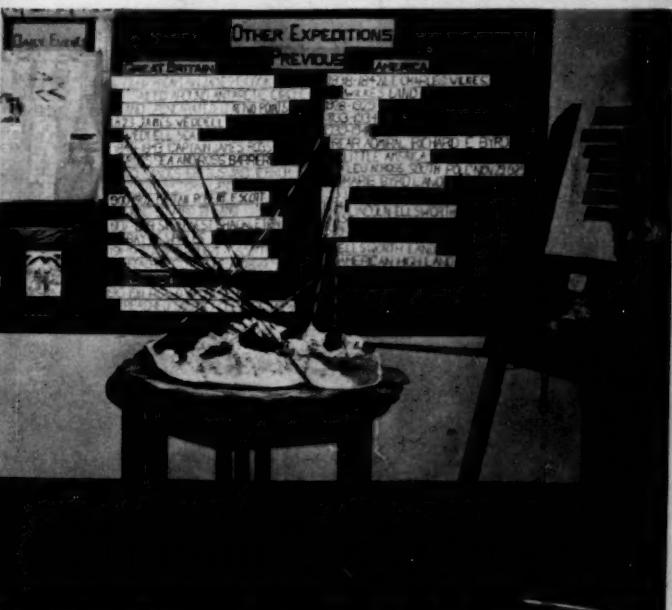
To be sure of this is a great thing. It relieves the worry about sequential learning and relies on the interests of the learner himself to provide the sequence. There is no longer the problem of motivating the learner. The motivation is there, provided he is allowed to do the thing which is meaningful to him.

*Photographs from Alma B.  
Newark, New Jersey  
Louise Gross  
Cape Girardeau, Missouri*



**Learning to plan and work cooperatively in groups**  
**Finding, organizing, and presenting materials**

*Photographs from Merle Brown, State Teachers College  
Terre Haute, Indiana*



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# *. . . for the nines to twelves*

By JEANNETTE SAURBORN and PEGGY BROGAN

Experiences that best meet the needs of this age group are those that develop personal and social adequacy and widen horizons. Jeannette Saurborn, director of physical education, and Peggy Brogan, teacher of twelve-year-olds, public schools, Bronxville, New York, describe the kinds of school experiences that contribute to the making of adequate persons.

**NINES TO TWELVES—WHO ARE THEY,**  
these bewildered "in betweeners"? Fritz Redl describes these years as comparable to the time spent soaking beans before cooking them—years when

. . . the well knit pattern of a child's personality is broken up or loosened up so that adolescent changes can be built into it and so it can be modified into the personality of an adult. The purpose of this developmental stage is not improvement but disorganization; not a permanent disorganization but a disorganization for future growth.<sup>1</sup>

They are pulling away from the comfort and security of home and family, preferring the joy (and even the heartache) of newly discovered peer relationships.

"Give us a chance to work things out," is their plea to the adult world.

"Don't the grown-ups know we didn't enjoy the party and will not have another like it?" was eleven-year-old Jean's question when the mothers met to "make rules and run" the children's parties after one unfortunate "parlor-game" party.

"Give us a chance to learn. We can do it."

"I thought fathers got jobs in offices. I never thought of one earning money

throwing knives at his wife," was the comment of twelve-year-old Joan after seeing a sideshow. A few years before her comments would have been concerned with the excitement of the knife throwing. At twelve her first reaction came as an evaluation of the "how to do things" in this world she was about to enter.

A golden age for learning, providing the grown-up world is willing to answer the plea of "let us learn; we can do it." The willingness to answer the plea cannot be signified in words. It must be guaranteed by giving these children the kinds of experiences which will allow them to learn all the things they are wanting and needing to know. What then are the experiences which can best meet the challenge set forth by this age group?

For the sake of convenience let us consider them in the following terms: (1) experiences that develop personal adequacy, (2) experiences that develop social adequacy, (3) experiences that widen horizons.

## *Experiences That Develop Personal Adequacy*

There are two kinds of experiences which are necessary in the development of personal adequacy: (1) activities in which success is guaranteed to the child and (2) activities in which success is dependent upon approach to the child and freedom of the child to operate.

Activities in which success is guaranteed to the child does not mean the

<sup>1</sup> From *Pre-Adolescents—What Makes Them Tick?* New York: Child Study Association of America.

child *knows* he will succeed. That would be busy work. It does mean that he is allowed to operate on his own level of development.

When eleven-year-old Jerry found himself with a group of sixth grade boys who were keenly interested in sports, it took some planning on the part of interested grown-ups to make possible a situation where he could succeed. This brilliant boy whose quick mind always looked ahead to the finished product had never allowed the trial and error necessary for hands and eyes and feet to learn to work together to bat and kick balls, to pitch and catch. For Jerry success was made possible in two ways:

In his school, after-school play-groups cut across grade lines. Children two and three years apart played on the same baseball team. Different levels of achievement were the accepted pattern as children moved ahead at their own rates of improvement.

In his classroom, helping younger groups was a part of the regular program. It was easy for this boy to analyze with complete self-respect his own difficulties and to do something about them. As he worked to help younger children—first, second graders and then fourth and even fifth grade groups on the playground he began to feel confident. To the groups he worked with he was a helper. To the physical education teacher and Jerry's classroom teacher, this was his real learning time.

The test of his learning came in Jerry's own statement, "This year I've really learned to get in with the team." He found success on his own level of achievement and was able to move ahead in a step-by-step progression until he was comfortable about "getting in with the team."

Children need, in addition to experience on the above two levels, the experience of interpretation and acceptance of their efforts by others of the group. Success and its recognition give joy—joy in being an individual in one's own right.

The quality of difference between these two experiences is well illustrated in a self-evaluation by a sixth grade girl who said, "This year I was a cap-

tain. It was a lot of fun. Last year I was a captain but it wasn't fun."

Being a captain cannot be a guaranteed success. Certain routine obligations can be successfully guaranteed but total success and the good feeling of being a captain take a personal adequacy. How well the child evaluated!

These two steps in the development of personal adequacy cannot truthfully be separated. They operate hand-in-hand in the development of children. One needs only to observe nine-year-old Linda weaving a reed basket to realize how the two processes work simultaneously.

"Isn't it a thrill to make something yourself?" was her comment to the little girl sitting next to her. And it was a thrill to Linda because she knew she could do it. Basket weaving was presented in a way that made her want to do it.

But what process in development is the same for all, in fact for any two children? There are times when one process needs to be emphasized more than the other. One thing is certain: the second never exists unless the child has had experiences, and many of them as described above.

#### ***Experiences That Develop Social Adequacy***

Logically and psychologically personal adequacy is basic to social adequacy. In a world where people are living together social adequacy is a must. In a world where young children are developing the kind of personal adequacy discussed, social adequacy becomes a part of the natural sequence of things. The nines to twelves know this well for theirs is the age when developing peer relationships demands social skills. They are bio-

logically equipped to meet the demands.

One Monday morning a group of sixth grade children greeted their world with a new and unheard of organization. The girls were the cooties, the boys the bedbugs. The basic organizing factor was rivalry between the cooties and bedbugs. The idea spread until each group had insignia, secret codes, initiation rites, and even published newspapers in the satirical style of Jonathon Swift.

From the outside looking in, this whole venture might have seemed like silly play, a waste of time, really, for sixth graders who have fractions to divide and the Middle Ages to conquer.

From the point of view stated here this was the kind of experience necessary for developing social adequacy. Far too often it is outlawed in classroom living thereby forcing children to accept the dichotomy of group living which differentiates between the "legal" group living of the classroom and the "real" group living of the neighborhood gang.

When children are free to bring their kind of group living to the classroom, there is a golden opportunity to help them evaluate and develop standards. Skills from experiences in social living are not incidental, right or wrong or by chance but must be interpreted in terms of better group living. More than once the cooties and bedbugs met situations where guidance resulting from sought help improved the quality of that living. Fairer standards for cooties and bedbugs are translated into more mature forms of social living while mature forms of social living presented in the form of adult concepts as "rules" for children are most often rejected by them.

In addition to, or better, right along with experience in developing social adequacy is experience which is designed to teach social skills and democratic living so that when children are faced with their own evaluations, concepts like fair play, accepting responsibility, and all the rest are a part of their measuring stick.

This is one phase of social adequacy where physical education teachers can make an unusual contribution. Inherent within physical education are situations which require social skills for the success of the activity. Children are interested in the activities and develop the skills necessary for successful participation. They are learning through experience rather than through lecture. Consequently their learnings become part of them and are a base for future evaluations. This assumes, of course, that the physical education teacher is teaching motor skills and skills of organization, not as ends in themselves but in order to help develop this socially and personally adequate child of whom we are speaking.

All that has been said on the development of social adequacy can be so easily interpreted from the evaluation written by twelve-year-old Barbara:

I have learned to get along with people. I have more fun with people than I ever used to have. At free time I've had time to get around with people and get to know them. At gym I have, too, and also at get-togethers. I made friends at the above places and kept them.

Something has happened to me this year in sports. I can hit home runs instead of striking out like I did last year.

This year is about the only time I have ever remembered being elected as captain. At the beginning of this year I don't think I had quite enough confidence to handle the job.

The experiences necessary for the development of social adequacy can be

thought of in two groups: (1) "Jobs" to be done in which the ability to follow a pattern will make for success. (2) "Jobs" in which the individual makes his own patterns.

An example of the first "job" is found in one school where the children have accepted a pattern for the election of captains and the choosing of teams. Captains are elected by the group. The two captains select in their judgment two fair teams.

Once the captains are elected and the teams chosen, the actual carrying out of the captains' responsibilities takes on an individual pattern and a degree of social efficiency beyond that required in routine performance. This illustrates the second "job."

The highest type of group living occurs when these two patterns merge and the pattern accepted by a group has come out of the best thinking and planning of individuals within the group. This is democratic living at its best and is the answer to those critics who would have people believe that democratic organization is without pattern.

### ***Experiences That Widen Horizons***

It will naturally follow that the child who has experiences which have developed personal and social adequacy will have an attitude toward living which accepts and greets the adventurous and ever-changing and widening way of living. It also follows that this attitude which not only accepts but invites change and challenge is necessary for the development and maintenance of personal and social adequacy. Those experiences which widen horizons must have several qualities:

One aspect which is attainable or possible to achieve at the moment. (The achievement is dependent upon the maturity of the child concerned.)

Possibility of further study.

The interpretation and relationship to other areas.

Interest and satisfaction to the individual.

Freedom for the individual to operate in a self-directed way.

Freedom for experimenting with no penalty for failure. (One learns from mistakes.)

In other words, we are not discussing a formula for developing personal adequacy or social adequacy or widening horizons per se but rather the kinds of experiences which go into making an adequate person. Let us apply these principles to the actual school situation with these suggestions for practice:

Mixed age groups where variation in performance is as natural as variation in size and age. Areas in school living where such groups could be arranged are physical education, art and workshop, dramatics, play groups, camps and summer schools and similar groups where there is freedom to experiment with organization other than the usual pattern. A total school organization based on mixed and ungraded age groups is a dream which might well come out of this kind of experimentation.

Opportunities to experiment with and evaluate different kinds of social organization. Areas in school living where such opportunities might be offered are in classrooms where there is opportunity for unscheduled activities and in physical education classes where the activities are planned and organized by the children, such as get-togethers, captains' planning meetings, older children helping younger children.

Opportunities to experiment, to ask for help and evaluation when the answer is not set ahead of time, opportunities which offer challenge and eagerness for adventurous living.

Areas in school living where such opportunities should be offered cannot be assigned. They are as deep and wide as the total school curriculum.

## Let Us Give Them BOOKS

Lois Lenski, author and illustrator, relates some of her experiences with children in different parts of the United States, tells why they do not have books, and describes some of the things that are being done and can be done to bring more books to more children.

**H**ER NAME WAS MARY, SHE SAID, AND SHE was seven years old. Her hair hung in a tangled mass and her face was dirty. Her dress was torn and soiled. She had just come from the store and she hugged a loaf of bread in her arms. I asked her where she lived.

"Over there," she said, pointing to a lopsided primitive shack with rickety steps.

I asked her if she would let me draw her picture and she said yes, although she had never seen anyone draw before. She sat on a box, and soon her little brother and sister came up to see what was going on. Mary told me their names, then ran to the cabin and brought out a flabby-looking baby. "I got a baby too," she said proudly.

Several other children came out from other houses, among them another little girl staggering under her baby brother's weight.

"Draw my baby!" "Draw mine!" begged the little girls.

When Mary saw the sketch I drew of her, she frowned angrily. "Why did you make me look like that?" she demanded.

"Because that's the way you look," I said.

"My hair doesn't look like that," she insisted.

"Yes, it does," I told her.

She dumped the baby and ran quickly into the house. When she returned, her hair was wetly and slickly combed, and even her face had been washed—in spots. I drew another sketch of her and this one she liked better.

The group of children grew larger and I continued talking to them as I worked. They played around me on all sides or perhaps I should more truthfully say, they fought. Mary's four-year-old brother, Ronnie, did nothing else but "beat up" the other children. None of them knew how to play. Their play was constant fighting.

"Why do you fight all the time?" I asked.

Mary looked me straight in the eyes and I thought how intelligent she appeared, in spite of all the dirt. "The Devil makes us fight," she said solemnly.

"When I get big," added Ronnie, "I'm gonna cut the Devil in pieces!"

"Have you ever heard any stories?" I asked.

"Ma whops us if we tell stories," replied Mary.

"I mean in books. Have you ever read any books?"

I knew it was a useless question to ask. I had seen too many of those rickety shacks. I had been inside too many of them, had made notes of their contents and sketched their interiors. I knew there was not a single book in any of those homes, not a single magazine. The only newspapers there were pasted on the wall to keep out the winter cold. But always I had the hope that some child might in some way have come into possession of a book—found it lying along the road, perhaps.

"Have you ever read any books?" I repeated.

The children stared at me as astonished as if I had asked if they had been to the moon. Ronnie went on pounding the big ten-year-old boy called Tom, on whose stomach he was sitting. Mary's little sister, Lola, looked more worried than ever with her heavy frown and compressed lips, as if life had been nothing but a three-year struggle for her and she saw no hope of its ever being any different.

Only Mary's eyes brightened. She said, "Oh, you mean *lesson books*. We had them in school. I used to go sometimes."

"I hate school!" announced big Tom. "Any time they make me go, I run away. I tear their little ole books to pieces."

To them, as to children in so many parts of the country, "books" meant "lesson books"—something to be detested or avoided or torn to pieces or endured for a short period in an objectionable place called school.

"Doesn't your mother want you to go to school?" I asked.

"I take care of the baby while Ma works,"

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**Lois Lenski  
helps  
pick cotton  
to buy books**

said Mary. "She leaves at six in the morning and comes back after six at night."

It was the same story I had heard before. It might have been any place in a dozen states.

### ***Why Are So Many Children Without Books?***

I remembered the twenty-odd mountain schools I had visited in the Southern Appalachians. Although a county children's library had recently been established with the help of state aid and was housed in the court house in the county seat, no practical method of distribution to the more remote schools had been worked out. In only two of them did I see library books being used. In the others I saw worn, torn, dirty textbooks, sometimes lying about on the floor with refuse and kindling for the wood stove—textbooks so dirty they should have been discarded long before.

I saw one school with all its windows broken out, the door broken down, five children with ragged wraps on (it was a cold day in early April) sitting huddled

together in two double seats between open windows. The teacher, a young high school girl, had an eraser, a few pieces of chalk, two books, a tablet and a few pencils. This was her total teaching equipment and she had to carry it home with her at night to be sure of having it the next day. The school had been patched up and repaired a number of times but was always broken into again and everything smashed by a crowd of ruffians at night—teen-age boys whose idea of fun was to smash up the school. The county superintendent told me that nothing could be done to stop them.

In these mountain schools where the children seldom see a stranger, I found them shy and inarticulate. When I spoke to them they hid their faces and turned away, refusing to answer. So I gave up trying to talk to them.

In each school after that I went straight to the blackboard and started drawing pictures. With my back to them, the children forgot to be shy,

began to laugh and make guesses as to what I was drawing. When I turned around and told them stories about the pictures, we were friends at once.

But as I left each school I was sick at heart. I wished I had had a truckload of children's books so that I could leave a trail of them behind me. I wished it might have been possible to leave only one book at each school.

The National Education Association, in its appeal for federal aid to education, has published some statistics that have shocked us all. Two million children under sixteen in this country are not in school at all. Another two million are in "poverty-stricken schools" expending the lowest amount per classroom unit. There are one-half million migrant children homeless and for the most part schoolless. The American Library Association tells us that there are eleven million children in schools with no libraries or in towns with no library or bookshop.

The schools in disadvantaged areas have inadequate financial support so they cannot hope to provide library books. Nor can the homes. Where there is not money enough for food and clothing, there is none for books. These children must get their books from the outside.<sup>1</sup>

<sup>1</sup> At my suggestion, the Children's Book Council has inaugurated a Treasure Chest USA campaign in conjunction with the Treasure Chests for Europe movement. The USA campaign will be administered by the Save the Children Federation which has for many years been helping to provide basic necessities and teaching equipment to rural schools in seven states. Treasure chests of good books, selected from a master list of recommended books can be sent by any school, library, club or interested group to a particular school in a disadvantaged area. Personal contact with teacher and pupils may be carried on by the group that wishes to sponsor the school. It is my hope and that of the Children's Book Council that thousands of American children who have never seen a story book before will through this project have the world of books opened to them. Details may be obtained by writing to Save the Children Federation, 1 Madison Ave., New York 10, N. Y.

But it is not only in disadvantaged areas that children are without books. In better-privileged areas, even in cities and towns where there are public libraries, many children are not reading books. In many of our better homes where there is money to spend, it is being used for other things but not for books. Reading is apt to be limited to the daily paper or a few magazines.

A survey of the children's reading in some thirty rural and town schools in the western part of Connecticut was recently made at my suggestion. It brought reports from more than two hundred children. Among the books mentioned which had been recently read, only one book of our good modern authors was given. The others listed were "mysteries," reprints, horse and dog stories like *Flicka* and *Lassie* which the children had seen in movies. Connecticut children, living in a section which has long been called "the cradle of learning," do not know and are not reading our fine children's books.

A group of children in this area told me they have weekly allowances of from fifty cents to a dollar fifty per week. None had bought books with his money. There is no bookshop in their town. They said *they did not know where they could buy good books*. At my suggestion their librarian (public library) is going to take orders for books and they are going to start personal libraries.

Iowa, a state which ranks high educationally, has recently awakened to the fact that only a portion of her children are reading good books. The Iowa Pupils Reading Circle under the state education department has for its goal a "reading corner" in every rural school in the state—that is, a bookcase full

of library books. The people are holding box and pie suppers, carrying on countywide paper drives, selling popcorn and candy at basketball games to make money to buy books and in some counties, to buy a bookmobile.

Kansas has in recent years become children's book conscious. A state summer reading program is carried on by the state university. It is a conservative program with no fancy frills, but it makes the reading of good books exciting and interesting. I saw the effect of it in a Kansas school which I visited. It has brought books into schools where there were none before. Its keynote is simple: "Reading is fun!"

The Kansas State Teachers Association employs a full-time worker to travel over the state with a selected exhibit of books (also special author-artist exhibits) showing them at schools and libraries and talking about them. All who know of Ruth Gagliardo's stimulating service are thrilled by the results she is getting. Ruth Tooze of the Book Box, Evanston, Illinois, also travels over the country with a selected book exhibit which can be sponsored by any group interested in promoting children's reading. We need one or more people like these in every state.

Why are so many children without books?

There are many reasons. Smaller cities and towns do not have bookshops. The book publishers' salesmen visit often only two or three large cities in a whole state. Even where there are bookshops, many do not carry a representative selection of the best books. There are thirty-five million people in our country without any sort of library service. Many libraries have no children's rooms. In towns with libraries that have children's rooms, hundreds

of children have little or no contact with books.

#### **What Can Be Done?**

One of the most hopeful signs that we are determined to offset illiteracy in the next generation and make reading adults out of our children is the increase in the number of school libraries over the country. When we get a good library in every school—even the poorest most remote rural school—we shall have accomplished a not-impossible miracle. I take off my hat to all those teachers who, allowed no book-buying budgets or very meager ones, are buying storybooks for their children out of their own slim pocketbooks!

This love of books is an infectious thing. Once you truly love books you cannot rest until you share them with others. Once you see, as I have so often seen, the joy and enthusiasm of children over newly-discovered books, you cannot rest until you do more about it.

I had the privilege of starting a library in a rural school in the cotton section of Arkansas recently. This three-room school had a handful of from ten to twenty library books in each room. Most of these books had been bought as the result of the *Books Bring Adventure* radio broadcasts from a neighboring city. (The radio could do so much more to stimulate worthwhile interests than it does.)

I selected some sixty books from my library and ordered a full set of my own books as the nucleus of a library for this school. If you could have seen the faces of the children on the day when the cartons of books were opened, you would never forget it. One six-year-old boy said, "Miss Lenski, them is the goofest books ever I did see!" Backward children who showed no

previous interest in reading began to read and boasted to me about the number of books they had read. It suddenly became *the rage* to read!

One of the most gratifying results of this little library has been its effect on the parents. The children take the books into tenant and share-cropper homes where there have never been any books before. In one family the grandfather read *On To Oregon* aloud while parents and children cried over the hardships depicted. One especially eager family had recently come down from the Ozarks to pick cotton. Their house was one of the most wretched I saw but the father, a shiftless share-cropper, read aloud to the family every book his daughter brought home.

During the two hours which I spent with another tenant family, the mother quoted sentences and described incidents from three children's books which her children had brought home: *Tom Sawyer*, *On To Oregon*, and my own *Strawberry Girl*. She talked of the incidents as if she had experienced them herself; the characters were as real to her as her own children. I was deeply touched to see how much my book had meant to her and inspired anew with the sense of an author's responsibility.

These children plan to perpetuate their library themselves. I made some suggestions and now great plans are afoot. Books will be purchased for personal libraries and for the school library by the principal at regular school and library discounts. The discount saved will start a permanent book fund. Over twenty of these children have started personal libraries, paid for by picking cotton, and are making bookshelves to keep them on as a book week project.

Each year a cotton-picking contest

is to be held at which current picking prices will be paid to all pickers. Not only the school children but parents and other interested persons will be invited to pick. There is a saying in Arkansas that "when it is for the school, everybody helps!" So everybody will pick for the school and the money will go into the book fund.

The P.T.A. has ideas too. A small admission fee will be charged for school plays and other social events. Popcorn socials and pie suppers will be held. As their present collection of books is a very mixed one with many gaps in it, the teachers plan to keep on file a *Books Wanted* list. Any generous-minded person appearing on the scene will be told: "We need such and such a book. We will be glad to have you present it to our library." They will get it, too.

This library is an oasis in a desert. It is one of about six school libraries in the county. The other five are in one-man plantation-owned towns. There are about sixty white and forty Negro rural schools also. Conditions in many of these schools are those of horse-and-buggy days. There are no books in them.

The enthusiasm of teachers and children in this one cotton school should be an example to others who look upon a library as an impossible achievement. A box of books as a nucleus can be made into a self-perpetuating library in any school, if the desire is there.

Other things can be done to make reading important, exciting and valuable. First of all, the teacher must see the value of storybooks and become enthusiastic. Then ways and means will suggest themselves. Before she can become enthusiastic, she must know books. This may be difficult if she is a rural teacher far from a town of any

size. Her nearest town may not have a public library or a bookshop. Here are some things she can do:

She can read articles, reviews, and advertisements in her professional magazines and in the larger city newspapers.

She can subscribe to the weekly *New York Herald-Tribune Books* or to *The New York Times Book Review* and to *The Horn Book Magazine*.<sup>2</sup>

She can send a penny postal to any or all of the children's book publishers, asking for their annual children's book catalogue and for any publicity (particularly author biographical material) which they send out.

She can get help and advice from the nearest public library or in the absence of one, from her state library as to where to write for recommended book lists.

If there is a library or bookshop near or if any book exhibit or book fair comes her way, she can examine books firsthand.

How can the teacher get books? If there is no other way, in all except the poorest areas, children can buy them themselves. A circulating library can be started in any one class or in each class in any school. The class agrees on what books it wishes to buy. Each child brings money to buy one book for himself. Each buys a different book and reads his own first. Then the books rotate until each child has read them all. If there are twenty children in a class, each gets to read twenty different books and keeps one as the nucleus for a library of his own.

Children can ask for subscriptions to literary guilds and book clubs for birthday or Christmas presents. They can save their allowances to buy a subscription for themselves. Schools and libraries will do well to subscribe.

<sup>2</sup> *New York Herald-Tribune Books*. New York 18, N. Y.: 230 W. 41st St. \$2 per year. Published weekly. *The New York Times Book Review*. New York, N. Y.: 229 W. 43rd St. \$2 per year. Published weekly. *The Horn Book Magazine*. Boston 16, Mass.: 248 Boylston St. \$3 per year for 6 issues.

We must make books inviting. We must make books more important. Because of the competition of radio, comics, and movies, we must do all we can to attract children to the enjoyment of books. Books are like the measles—they are contagious once children know of their existence and have ready access to them. The best kind of book promotion is active child-to-child recommendation. But this will not come unless books are constantly available and unless they are made vital and exciting and important.

Rewards need not be given for reading but many things can be done to attract children to books. A story hour held "under a blue umbrella" out on the lawn becomes "the thing." A bookmark showing pictures of characters taken from an author's books can be an introduction to that author.

All parents and teachers should have access to the standard books on children's literature: *Reading to Children* and *Treasure for the Taking* by Anne T. Eaton; *Roads to Childhood* by Anne Carroll Moore; *Books, Children and Men* by Paul Hazard; *Adventures in Reading* by May Lamberton Becker; *Bequest of Wings* by Annis Duff; *Children and Books* by May Hill Arbuthnot and *Everychild and Books* by Jean Betzner and Annie E. Moore. The U. S. Children's Bureau will send to any one interested a very fine *Children's Book List for Parents*.<sup>3</sup>

The eager faces and minds of thousands of children are calling to us. Let us give them books. Let us help to shape their lives with books.

<sup>3</sup> Editor's Note: The Association for Childhood Education publishes two bibliographies: *Children's Books—For Seventy-five Cents or Less* and *Bibliography of Books for Children*.

**From India** TWO PUBLICATIONS FROM THE Children's Garden School, Madras, India, describe their present building plan, report the activities of the past year, and review ten years of work—the time the school has been in existence. The problems of financial support, of government subsidy, of overcrowding, of curriculum revision, of parent and teacher education have a familiar ring and attempts at solution are made in much the same way these same problems are met in the United States.

This school is open to all children, boys and girls, between the ages of two to twelve years. The report says:

We welcome children of all races, languages, religions, classes and castes. All children are equally loved and treated by us and no child is compelled to do anything against his or her creed. We have neither a religious class nor a cult which emphasizes a particular faith, but we try to teach religion through the atmosphere of the school life, i.e., to respect and love others, and to be just and truthful.

However difficult the burden of our work may be we feel it a great privilege to serve the child at this psychological moment in the history of the world and in particular of India. Our leaders are now devoting their time and energy to making India a free nation, and thus serving the cause of good will and peace among nations and peoples, irrespective of caste, creed, sex and class.

**A German Teacher  
Writes to Seattle Teachers**

to the teachers of Hawthorne School of which she is principal:

You kindly sent me such a rich present, (CARE package) I thank you from all my heart. It is such a help for me and such a luxury too, and I am all the more impressed as you do not know to whom you give it.

We have learnt in all these years to do without many of the things we thought indispensable in former years. But we have also learnt that some nourishments cannot be wanted for long without severe harm for the health, especially that of the nerves. . . . I am rejoiced by each preciousness you sent, but especially your coffee. Its stimulus is such a help when I am often very tired and exhausted by the same labour which was easily done in other years.

It would not be true to tell you that I have not had unexpected help in difficult times, in most cases by young people, my pupils, to whom I always had a thorough connection, or by plain uneducated people who had preserved themselves a genuine esteem of things. But I never received such articles of value and such precious things by people to whom I am unknown. During this time of need we have learnt to assume that everybody uses his elbows as best he can to live on and to make the other an object of exploitation. I think it is our main task to give the youth again a feeling for social

# Across the

inequities and the duty to help and to let them again be impressed by true humanity. For your giving such an example, I always shall be obliged to you. I wish I could show you my thanks better than only in a letter. For you cannot know how much your acting gave me confirmation of what I felt more and more clearly all these years.

Of course, you will know that I am a teacher of secondary schools and that history is my main subject. I am really relieved now being allowed to speak freely on historical subjects but I think the social question to be the main problem of our situation here today and therefore I should prefer to teach at a social-pedagogic institute which instructs sociology, psychology, political economics, and national welfare. I think this interest may be an inheritance of my father who was political editor of our Bremen newspaper and a member on the board of directors of the democratic party.

I always felt an inclination for Thackeray. But never was his *Vanity Fair* nearer to me than now in the sense that nearly all human conditions and ways of behavior and acquisitions (inclusive intellectual) are generally worth to be looked at with irony with the one exception of those of goodwill and warm human feeling. Your generosity has confirmed me in this opinion in a considerable degree. Let me thank you for that too and all that you did for me.—H. S., Bremen, Germany.

**International Note** IN THE A.C.E. OFFICE the stack of magazines from other countries has been growing. A quick count reveals eighteen magazines from fourteen countries. Czechoslovakia, Mexico, Denmark, Italy, Germany, Chile, Peru, India, and South Africa are among those represented. Most of these magazines come from the ministries of education with one or two coming from professional organizations.

*The West China Child*, published by The Institute of Child Welfare, University of Chengtu, very thoughtfully includes English translations. In an article describing the university guidance nursery, the clinic is described as:

. . . rather like a kettle of boiling water providing a drink which satisfies the physical and psychological needs of the ordinary child: by sterilizing, it helps to prevent and cure any mild behavior case, and it can be used for a good cup of tea which enriches the culture flavor of Szechuan (the province in which the university is located).

A present editorial job is finding readers of these magazines who will prepare brief summaries of their contents for the readers of CHILDHOOD EDUCATION. Any volunteers?

A friend who recently visited the nursery school at Chengtu writes:

# Editor's Desk

The school formerly supported by the provincial government is now supported by tuition, and has recently moved into its own building. There are about sixty children, two and one half to four years of age, including children of western missionaries. There is very little equipment. Outside the doorway is the derelict body of an old American truck which now protects the crude wooden rocking horses donated to the school. Already the delicate Chinese sense of line begins to show on the color paintings of the little ones. A general atmosphere varying between rowdy and less rowdy enjoyment of life is characteristic of the children's play. Trained "psychologists" study and report their findings about the children.

**Correction** On page 439 of CHILDHOOD EDUCATION for May 1948, there is an error in the review of the bulletin *Good Education for Young Children*. Roma Gans is erroneously credited with writing the bulletin. She prepared the foreword. Four other contributors prepared the content: Helen Garrett, Cornelia Goldsmith, Dorothea Krivicich, and Kate V. Wofford. Miss Wofford served as chairman of the committee that prepared the bulletin. It was published by the New York State Council for Early Childhood Education and may be obtained from the Council, Box 98, Queens College, Flushing, New York, for sixty cents a copy.

**School Lunch** A NEWS ITEM IN *The Washington Post* recently stated:

The first recorded school lunch program was started in Munich, Germany, in 1790, when municipal soup kitchens established for the unemployed also served needy school children.

Read what Mary Leeper says on page 85 about the new A.C.E. bulletin *Lunch at School*. It contains a brief history of school lunch programs in the United States.

IN THE MAY ISSUE WE Workshop Follow-up requested letters from people who attended a workshop during the summer and felt they would like to share their experiences with the readers of CHILDHOOD EDUCATION. To date one manuscript and several letters have been received.

The manuscript was prepared by Jane Stare of Dallas, Texas, and describes a dance arts workshop for three-year-olds through adult-

hood which has been functioning for ten years.

Amsel B. Barton, faculty workshop consultant, has sent five letters and thirteen excerpts which describe students' experiences in the elementary school workshop held at Eastern Washington College of Education, Cheney. Excerpts from some of the letters are quoted:

I have thoroughly enjoyed my month's workshop experiences. I have made new friends, been put in touch with new ideas, and been able to hear many fine speakers—leaders in their fields. I like the freedom and sociability of such a group. Coffee time, folk dancing, art classes, luncheons, and informal exchange of ideas will all be memories of workshop at Cheney.

My four weeks at Cheney in the workshop have been very worth while—so much so I've decided it's a good prospect for my high school senior daughter to consider a year from now.

I was treated just as I know myself to be—a sincere, experienced teacher with increasing interest in professional advancement.

If you are tired, overworked, and a little cross because you are required to attend school, then you should join a workshop group like the one I attended at Eastern Washington College of Education. We learned while having fun, and relaxed while learning. You'll catch that carefree spirit of college life and return to your school with an alert mind, a sense of humor you may have lost last winter, and a few funny experiences to share with other faculty members.

I have learned many things while participating in the workshop but perhaps the most important is that pages assigned and accomplished aren't the important things. What we must strive for is the growth of the child into an individual who can get along well with others, and whose philosophy is such that he can meet life triumphantly.

Would an A.C.E. bulletin on workshops be helpful? We have enough material at hand for a good one. Some of the letters Mr. Barton sent might well be included. Let us hear from you.



## A. C. E. 1949 Study Conference

Salt Lake City, Utah

April 18-22, 1949

Plans for the 1949 Study Conference are well advanced. During July Winifred E. Bain, president, and Mary E. Leeper, executive secretary, met with Alta Miller, local conference chairman, and her committees. Hotel accommodations, meeting rooms, excursions, and school visiting received attention. Program plans will be announced later.

# News AND REVIEWS . . .

## News HERE and THERE . . .

By MARY E. LEEPER

### New A.C.E. Branches

San Diego County Association for Childhood Education, California  
Muskegon Association for Childhood Education, Michigan  
Artesia Association for Childhood Education, New Mexico  
Genesee State Teachers College Association for Childhood Education, New York  
Oswego Association for Childhood Education, New York  
Potsdam State Teachers College Association for Childhood Education, New York  
Alliance Association for Childhood Education, Ohio  
Ohio State University Association for Childhood Education, Columbus  
Berks County Kindergarten Teachers' Club, Pennsylvania  
Greenville Association for Childhood Education, South Carolina  
Second Dallas Association for Childhood Education, Texas  
Second Fort Worth Association for Childhood Education, Texas  
Seoul Association for Childhood Education, Korea  
Casanova Association for Childhood Education, The Philippines

### Ruby Borden

Ruby Lynn Borden died at her home in Macon, Ohio, on July 3, 1948. A multitude of children, teachers, parents, and fellow workers deeply mourned her death. For twenty-one years Miss Borden served the public in Bexley, Ohio, as a teacher, primary supervisor, and principal. She aided in founding the Franklin County A.C.E., later becoming president of that group. In 1947-48 she served as president of the Ohio A.C.E.

Ruby Borden's interests were many and varied. She had traveled widely, devoted much time to church and charitable work, labored strenuously for the crippled children of Columbus and Franklin County. She was a life member of the N.E.A., a member of the Ohio Education Association, Pilot Club, Delta Kappa Gamma.

### Virginia Fitch

Virginia Fitch died in San Francisco, California, on July 29, 1948. In September she would have celebrated her ninetieth birthday.

Miss Fitch's life has been devoted to service for others. As a member of the Board of Directors of the Associated Charities and the Golden Gate Kindergarten Association, she influenced both kindergarten children and educators. Many teachers remember her in connection with the training school of the Golden Gate Kindergarten Association.

In 1878, she was a member of Mrs. Sarah B. Cooper's bible class in the Calvary Presbyterian Church. This class started the Jackson Street Free Kindergarten Association which later became the Golden Gate Kindergarten Association. Miss Fitch was the first treasurer of the association. In 1904 she was elected president and held that office throughout her life.

Miss Fitch was a person of quick mentality, fine sense of humor, balanced judgment, and warm, outgoing feeling for all kinds of people. She will be greatly missed.

### Changes

Theo Dalton from Women's College, University of North Carolina, Greensboro, to College of Education, University of Georgia, Athens, Georgia

Margaret Flintom from Women's College, University of North Carolina, Greensboro, to instructional division, public schools, High Point, North Carolina

Margaret Harris from Metairie Park Country Day School, New Orleans, Louisiana, to become assistant director at the Little Red School House, New York, New York

Elma A. Neal, assistant superintendent, public schools, San Antonio, Texas, to New York, New York. Miss Neal is preparing material for a book on young foreign-language-speaking children.

Ruby Stapp from supervisor to director of the Indianapolis Free Kindergarten Society, Indiana.

### Lida Williams Retires

Lida Williams, well-known professor in the field of childhood education and long time faculty member at Northern State Teachers College at Aberdeen, South Dakota, has announced her retirement. As associate professor of education and director of kindergarten-primary education, Miss Williams holds an enviable record in the preparation of teachers and supervisors in her chosen field. Child development and parent education have been major interests. Her philosophy of life included the idea that the early years are the most significant for education; that time, money, and effort expended for children and youth yield the largest returns.

Although Miss Williams will continue to make Aberdeen her home, she expects to travel widely. Miss Williams is teaching one group in the fall quarter and has a full schedule of A.C.E. activities.

### Recent A.C.E. Bulletins

The three publications described here are general service bulletins of the Association for Childhood Education printed since June 1948. They may be ordered from the headquarters office of the Association at 1200 15th Street, N.W., Washington 5, D. C.

*Bibliography of Books for Children—1948 Edition.* (122 pages. \$1.) This edition contains approximately one thousand titles, old favorites and the best of those published in 1947 and early 1948. Title, author, and publisher indices facilitate the use of the bibliography. Dorothy Kay Cadwallader, compiler, says in her foreword:

Books listed in the Bibliography have been carefully chosen and tested with the children to determine their favorites. Books that do not continue in favor or that go out of print are deleted annually.

Students of children's literature in teachers colleges will turn to the Bibliography as a guide in selecting books for children and as a usable introduction to an important area of children's development. Teachers in service will find that it will help them in evaluating books for children and will keep them abreast of the times. Parents will use it in determining which books to buy out of the many on the market. Administrators will find it a source of information and a time saver in ordering books. Older children will use it as a reference source.

*Curriculum at Work.* (46 pages. 75 cents.) This publication describes the kind of curriculum experiences children need, illustrates these needs through anecdotal accounts of children's experiences at school, and points out important aspects of curriculum making.

Florence Stratemeyer, Teachers College, Columbia University, in "Curriculum for Today's Learners," answers three questions: What are the guides to curriculum development? What characterizes the curriculum? Who contributes to curriculum development?

Twenty classroom teachers have contributed anecdotal accounts describing children's curriculum experiences at school. They range from experiences that develop self-discipline and understanding to experiences in group development. Fears, attitudes, sharing, collecting, helping, growing, research, and creative expression are illustrated. Although the anecdotes do not say "This is the way to teach the Three R's," or "This is the way to learn the Three R's," methods of teaching and learning these important aspects of daily living are inherent in most of the practices described. That reading, writing, and arithmetic cannot be learned in a vacuum or in isolation from the attitudes and concepts that accompany these learnings is the major contribution of the bulletin.

*Lunch at School.* (32 pages. 50 cents.) The purpose of this bulletin is to help teachers, principals, superintendents and parents improve and extend school lunch programs. The publication is timely because of the increasing recognition of the importance of adequate nutrition for children and because federal funds are now available for school lunch programs.

"What It Means to Eat Together" is discussed by Constance C. Hart, director of school lunchrooms, Rochester, New York. Florence I. Scoular, dean of the school of home economics, North Texas State Teachers College, points out the importance of learning to feed our bodies properly. Thelma G. Flanagan, super-

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*Written and Illustrated By INEZ HOGAN*

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**Vulpes, The Red Fox**

*By JOHN and JEAN GEORGE*

*Illustrated by Jean George*

Nature writing of the highest quality marks this exciting story of a fox and his mate. "The authors have created a character worthy of a place among the memorable heroes of animal literature. Sensitive wash drawings are admirably suited to the restrained beauty of this really fine story of wildlife."—*New York Times Book Review*. Ages 10 and up. \$2.50

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visor of the school lunch program for the state of Florida, discusses some practical problems in administering, financing, and promoting school lunch programs. Five contributors and two newspaper accounts describe how some communities have made lunch at school possible for the children.

#### **Kindergartens Established**

An announcement comes from the public schools of York, Pennsylvania, that six kindergartens were opened in September as a part of the public school system of that city.

#### **New Kindergarten Schedule**

The Newton, Mass., public schools announce a change in the schedule of kindergarten classes. Elementary school principals and kindergarten teachers requested that the hours of kindergarten sessions be adjusted so that teachers might be free to participate more actively in faculty study of problems affecting the instructional program of the elementary school.

On the recommendation of Superintendent Homer W. Anderson, the school committee has authorized omitting the Tuesday afternoon kindergarten session. This will permit kindergarten teachers one afternoon each week for participation in professional activities.

#### **Children's Book Week**

The 29th national observance of Children's Book Week will take place November 14 to 20. The theme is "Books Tell the Story."

Materials that will help in the observance of the week may be secured from the Children's Book Council, 62 West 45th Street, New York, New York.

#### **CIER to Continue**

The work of the Commission for International Educational Reconstruction (CIER) will be continued for at least another year as a result of a series of contributions from the following organizations: American Association of Colleges for Teacher Education, American Council on Education, Association for Childhood Education, Educational Press Association, National Council of Chief State School Officers. These funds will permit the continuation by CIER of a limited clearing house, referral, and advisory service dealing with the needs of the devastated countries and recommended reconstruction projects of American organizations.

Additional funds will be needed from organizations or individuals if major services of CIER

are to be continued. Funds presently available are insufficient to continue the publications program, the speakers' bureau, and participation by staff members outside of Washington.

#### **On Behalf of Children**

The Housing Act of 1948 (Public Law 901), passed in the special session of Congress, includes a provision related to children. Rental housing for which FHA has insured the mortgagee is now subject to a law prohibiting the mortgagor, when selecting tenants, from discriminating against families with children.

#### **American Education Week**

November 7-13 are the dates of American Education Week in 1948. The theme is the role of education in *Strengthening the Foundations of Freedom* and the daily topics are: learning to live together, improving the educational program, securing qualified teachers, providing adequate finance, safeguarding our America, promoting health and safety, developing worthy family life. Special helps have been prepared to aid planning groups develop programs and projects. Write for information to the National Education Association, 1201 Sixteenth Street, Northwest, Washington, D.C.

### **Books FOR CHILDREN . . .**

*Editor, MAY HILL ARBUTHNOT*

#### **For Younger Children**

**FISH IN THE AIR.** Written and illustrated by Kurt Wiese. New York: Viking, 1948. Pp. 32. \$2.

Naturally a small Chinese boy by the name of Fish, with little fish shoes and a fish lantern, would also want a fish kite. Still he need not have asked Big Fish, his father, for the biggest kite of all, but that is what he did and that is what he got. On the way home with the monstrous paper fish, along came a whoosh of wind that caught up the fish kite and Little Fish too and carried them skywards at a great rate. Goodness knows where they might have gone if an old fish hawk had not torn the fish kite to bits, leaving Little Fish to fall plump into the river and a convenient fishing net.

This hilarious little fish tale is Kurt Wiese at his best, and Chinese Big Fish and Little Fish will soon be favorite characters. 4 to 8.

(Continued on page 88)

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**WHILE SUSIE SLEEPS.** By Nina Schneider. Pictures by Dagmar Wilson. New York: Scott, 1948. Pp. 32. \$1.50.

As pleasantly cadenced as a poem, this little narrative enumerates all the creatures which sleep while Susie sleeps and all the creatures which wake and work while Susie sleeps. Then it carries Susie back to the bright morning world when all the night workers go to sleep and all the sleepers wake to a good new day. Happily ordered and reassuring for children 3 to 6.

**TINY ANIMAL STORIES.** 12 Story Books by Dorothy Kunhardt. 200 Color Pictures by Garth Williams. New York: Simon and Schuster, 1948. Unpaged. \$1.

The text for these animal stories has been made into twelve little books only 2 by 3 inches in size. They are bound in a tiny box which turns out to be the interior of a room when the books are removed. The stories are slight but they have humor and charm which are enhanced by the gay pictures. Young animals cavort friskily under the watchful eyes of their parents. Perhaps neither the box nor the books will prove too durable but this tiny *Golden Library* will be a pleasant introduction to the animal world for small children 2 to 6.

#### *For Older Children*

**THE HOUSE OF THE SWAN.** By Elizabeth Coatsworth. Illustrated by Ka'bleen Voute. New York: Macmillan, 1948. Pp. 165. \$2.50.

Here is a beautifully written mystery story for children 10 to 14. The scene is laid in France in a curious cave-village where the ancient houses are built into solid rock. The hero and heroine are orphaned American twins who are in France to visit a wealthy American uncle. His frivolous wife first pets and then abandons the twins, leaving them to live in the mysterious House of the Swan in the care of a faithful housekeeper. They are warned that they must not stay in this house which is haunted by a screaming ghost. But the children who have discovered a secret passage into the rocky caverns are not to be frightened away. They remain to explore and to suffer some blood-chilling adventures before the mystery is solved. If the adult characters in this book are somewhat stereotyped, Molly and Stephen are real children and their story is a thriller. This is one of Elizabeth Coatsworth's best modern stories.

**SONG OF ROBIN HOOD.** Edited by Anne Malcolmson. Music arranged by Grace Castagnetta. Designed and illustrated by Virginia Burton. Boston: Houghton, 1947. Pp. 123. \$5.

The combined talents of three artists have made the *Song of Robin Hood* one of the most notable publications of 1947. Anne Malcolmson has selected and effectively edited eighteen ballads. Grace Castagnetta has arranged fifteen airs, and not only has Virginia Burton illustrated every ballad but every verse of every ballad. Moreover, she has ornamented every page, even the pages of music and the glossary until it is not without reason that the publishers feel that these meticulous miniatures, full page pictures, and exquisite ornamentations deserve comparison with the fifteenth century *Book of the Hours*. Although this book will not take the place of Howard Pyle's *Robin Hood*, children should see it, hear it, and sing it. It is a collector's item, a book to marvel at and to look at again and again.

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## Books FOR TEACHERS . .

*Editor, BEATRICE J. HURLEY*

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**OUR CHILDREN ARE CHEATED.** By Benjamin Fine. New York: Henry Holt and Company, 1947. Pp. 244. \$3.

First published in part as a series of articles in *The New York Times*, the author received wide public acclaim for his findings obtained in travels throughout the country. The book adds to these articles and sheds further light upon such problems as the present teacher shortage, low teacher morale, sub-standard teachers, teacher turnover, educational inequalities, the dual system of educating white and Negro children, and other educational problems. The final chapters which contain suggestions for improvement, conclusions, and recommendations point definitely to directions for action.

This book should be widely read and its facts should be publicized to influence action to the end that "our children do not continue to be cheated."—B. H.

**LARGE WAS OUR BOUNTY.** Yearbook of the Association for Supervision and Curriculum Development, National Education Assoc-

(Continued on page 90)

# OUR GROWING WORLD



by **LUCY SPRAGUE MITCHELL and OTHERS**

A series of social studies readers for the lower grades designed to give the child an understanding of the world and its social concepts. These books balance information and story content; develop vocabulary within the context; offer a clear statement of essential concepts; and are outstanding for beauty of illustrations. With *Teachers Guides* to accompany each book.

**BOOK I, FARM AND CITY** by *Mitchell, Brown, and Verbeck* contrasts incidents of rural and urban life in terms familiar to the child and contains units on Christmas and Spring.

**BOOK II, ANIMALS, PLANTS, AND MACHINES** by *Mitchell, Brown, and Verbeck* points out man's dependence on animals, plants, and machines and discusses the processes and products serving human needs.

**BOOK III, OUR COUNTRY** by *Mitchell, Stall, and Snyder* relates dramatic stories of American Indian life in various regions and contrasts it with activities of modern city and farm life.

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#### *Aids to Better Teaching*

These new, up-to-date bulletins, written or compiled by experts, offer constructive help, dependable guidance for every teacher.

**CHILDREN AND MUSIC**—Describes music experiences with body, voice, and instruments that contribute to the development of children two to twelve years of age. 1948. 32 Pages. Price 50c . . . in lots of 25 or more, 40c.

**ADVENTURES IN HUMAN RELATIONS**—Defines human relations, describes everyday experiences in home, school and community that contribute to better relations. In its very simplicity, warmth and humanness it hits the mark. 1948. 36 Pages. Price 50c . . . in lots of 25 or more 40c.

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## LEARNING

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*ciation. Washington, D. C.: the Association, 1948. Pp. 216. \$2.50.*

Deals with the natural resources of our nation and the school's responsibility for teaching the wise use of them. Looks at the past, the present, and the future. Deals briefly with historical data indicating earlier thinking about conservation and points to the emergence of use, balance, and regional planning as significant new ideas to guide our thinking and to serve as major approaches in solving present and future problems of conservation.

That man is the key to action is revealed in the following quote:

Use of the environment to satisfy man's needs is conditioned by the resources available for use, the people who use those resources, the command of means by which they can be used, science and technology, and the ends which men believe desirable. . . . Ultimately the wise use of resources depends upon the creed we live by, the ethics that guide our conduct, our essential sense of stewardship.

For teachers the chapters "What Are Schools Now Doing?" and "How May We Move Ahead?" contain provocative material. What schools are now doing suggests ways other schools may proceed. More examples of practice would greatly increase the practical value of this book.—B. H.

**PROJECTIVE METHODS.** By Lawrence K. Frank. Springfield, Illinois: Charles C. Thomas, 1948. Pp. 86.

Teachers, trained observers of children, clinical psychologists, and trained psychiatric workers will welcome this book. It describes briefly ways to gain insights into "what makes children tick."

Recent developments in scientific thinking offer vast possibilities for advancing psychology. It is probable that this monograph will enlist a wider interest in "explorations in personality." Viewing personality as a dynamic process of establishing, maintaining, and defending the individual's private world the author as he develops his thesis gives us new insights into personality structure. He calls it the "psycho-cultural approach." He proposes that projective methods be accepted as a promising development for the study of problems which have previously been elusive and baffling when approached by customary methods.

The appendix offers a splendid bibliography on art, drama, puppetry, and play techniques; graphology, the Rorschach method, and others.

(Continued on page 92)

# Harper Books For Boys and Girls

## Smudge

By Clare Turlay Newberry

The author-artist of *Mittens*, *Marshmallow* and *April's Kittens* presents a delightful little family of Persians—Muff and Buster and their very new kittens, Junior, Betty Jo and Smudge. Matchless illustrations in pen, wash and conte crayon. Ages 3-6. \$1.75

## Wait Till the Moon Is Full

By Margaret Wise Brown

Pictures by Garth Williams

An enchanting book about a small raccoon who wonders what the night is like—and finally finds out! With bright, moonlit pictures and the warmth of a happy home in it, this is a book of tenderness, humor and infinite charm. Ages 3-6. \$1.75



And day after day, year after year, children—and adults—continue to enjoy the delightful book that is becoming an American classic.

## E. B. WHITE'S Stuart Little

Illustrated by GARTH WILLIAMS

\$2.00



## TONI FRISSELL'S MOTHER GOOSE

In this book of gay photographs real children act out each of the familiar rhymes and make a Mother Goose all their own. 34 unposed photographs. All ages. \$2.50

## THE FIRST CHRISTMAS

By ROBBIE TRENT. Pictures by MARC SIMONT. The wonder and beauty of the first Christmas, told in simplest words and clear, reverent pictures in four colors. Ages 3-6. \$1.00

## BILLY'S PICTURE

By MARGRET and H. A. REY. Billy the bunny draws a picture of himself—with the help of several animal friends—and the resulting "portrait" will send children into gales of laughter. Color. Ages 3-6. \$1.00

## BEARS

By RUTH KRAUSS. Pictures by PHYLLIS ROWAND. A whole, wonderful book of nothing but bears—solemn bears, wistful bears, funny bears—to look at and laugh at and love. Color. Ages 3-7. \$1.00

## COCOLO

Written and illustrated by BETTINA. Cocolo, a little donkey, lived on a tiny island until a spoiled little girl took him away. His trip back is amusing and delightful. Full-color illustrations. Ages 5-10. \$2.50

## HARPER & BROTHERS

49 East 33rd Street, New York 16

This volume will stimulate the thinking of personnel trained in child development and child psychology and will open new vistas to them. It is too technical to be of use to the average layman interested in children.—B. H.

#### HOW TO HELP YOUR CHILD GROW UP.

By Angelo Patri. New York: Rand McNally and Company, 1948. Pp. 360. \$4.

This readable book on child care and rearing will be helpful to many parents as they deal with the everyday problems of helping children grow toward maturity. However, much of it fails to take into account recent scientific findings. Sweeping conclusions based more upon sentiment than upon recent data are made, e.g.:

No child can properly be reared in American tradition without being taught the old stories that convey good morals. *Aesop's Fables* should be part of every child's education, and he should become acquainted with them early in his life so that he is familiar with them by the time he enters school.

The use of stories with morals told for the purpose of teaching good conduct echoes back to the preach-the-child-good era of thought. It has long since been superseded. As a matter of fact there are now so many fine children's books that it would seem no crime at all to

this reviewer if some children missed Aesop.

Again on page 245 Mr. Patri would have:

. . . every school child learn "The Ten Commandments," "The Lord's Prayer," and whatever creed is his . . . Then "The Twenty-third Psalm," the thirteenth chapter of Corinthians . . . "The Gettysburg Address" . . . all the good poetry and all the good prose possible.

As a point of difference this reviewer might impose her favorite literary selections upon children and not mention any of those prescribed for all children. Tastes in literature are a personal matter and it seems unwise to suggest that all children must read or learn any one selection. Sensible and reassuring in other respects this book serves its purpose well.—B. H.

#### Research ABSTRACTS . . .

Editor, ELIZABETH M. FULLER

CHILDREN'S AWARENESS OF SEX DIFFERENCES. By Jacob H. Conn and Leo Kanner. "Journal of Child Psychiatry," 1947 1:3-57.

This comprehensive study describes through case histories the development of awareness of sex differences in 200 children referred to the

(Continued on page 94)

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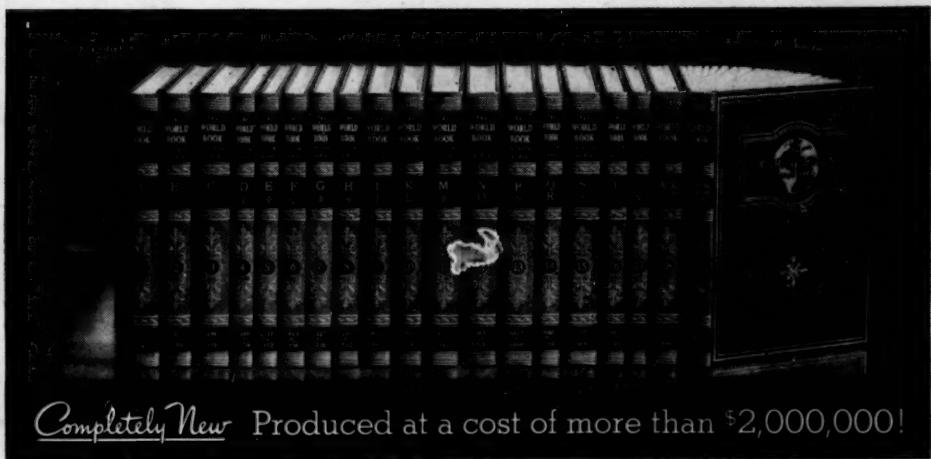
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pediatric out-patient division of Johns Hopkins hospital. Analysis is made of children's reactions to such factors as dissimilarities between boys and girls, men and women, and male and female animals; tonsorial, sartorial, genital and mammary distinctions; shame and modesty, sexual vocabulary, urination postures, first sight of genitals of opposite sex. Materials analyzed include controlled and uncontrolled observations, records and reports, and parent and child consultations.

Subjects included 128 boys and 72 girls ranging in age from 4 to 14 years, and in intelligence quotients from 71 to 140 (Md. 95).

The investigators encountered considerable embarrassed, critical attitudes toward discussing "sex" even among some of the youngest children. They considered the children rather thoroughly sensitized to the sex attitudes of adults around them and felt that this sensitivity operated as a stumbling block in any direct approach. An indirect approach—that of directed play situations was used—and the results from the directed play were related to all other information obtained by other methods such as uncontrolled observation, case history or inter-

views. Data were analyzed in terms of two principle categories: personal inequalities and interpersonal relationships.

Results of the study are given in detailed fashion and to the reviewer serve a real purpose in describing for teachers what awareness of sex differences young children possess and when they typically become aware of such differences. The developmental aspects of this awareness become fairly clear-cut as statistical trends are noted. For example, some of the children under seven relied upon attire as their only means of telling sexes apart; others revealed elaborate patterns of understanding, including extensive repertoires of exact scientific terminology. Less than 50 per cent mentioned difference in urination posture unless quizzed specifically. Of 42 children, four, five, and six years old, 14 had never seen genitals of the opposite sex; of 72 children, seven and eight years old, 19 had never seen genitals of the opposite sex. Sixty-one different names for genital organs were given by the children.

Descriptions of the children's level of understanding surprise the reader, particularly at the two extremes, and again call attention to the

(Continued on page 96)

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wide range in individual differences. A nursery school or kindergarten teacher accepts as a matter of course the extensive amount of education she must do in these basic areas of sex knowledge. However, this study stresses the point that the primary and even the intermediate teacher must still provide some of the most elementary facts and experiences, rather than to assume unrealistic funds of knowledge in all children.

The investigators met with marked individual variations in children's attitudes both in discussions and play situations. Some were poised and serious; others resorted to giggling, waste motion, many oral habits, casting eyes downward or aside or changing the subject. The great majority had something to say about sex matters being "bad", "not nice," or "naughty." As to the development of modesty with regard to nakedness, the investigators were unable to discover anything inherent in children that makes for the development of modesty; rather they regard it as brought about by precept and admonition and not related to sex at all.

The teacher or parent of pre-adolescent children would profit from careful consideration of this detailed presentation.—E. M. F.

### SOME ELEMENTS IN TEACHERS' AND PUPILS' PERSONALITIES. By Sister Mary Amatora. (St. Francis College). "The American Psychologist," August 1947, 2:8.

Sister Mary's investigation was reported at the 1947 annual meeting of the American Psychological Association in Detroit, Michigan.

**Problem:** The problem in the above experiment was the investigation of some elements or components in the personalities of children, Grades IV through VIII, and in the personalities of their teachers.

**Population:** Comparable scales were constructed and administered (first in an experimental try-out) to 1,142 children and to 483 teachers in 140 classes throughout the city and rural schools of Indiana. A grand total of 409,536 ratings were secured for the major investigation (80,344 for the try-out).

**Procedure:** Scales were administered by the author; ratings were analyzed statistically; comparisons were made by means of the "t" and correlation techniques.

**Results:** The investigation revealed (1) the early insecurity of the boys which decreased with ascendance in grade level, (2) the tendency to relative over-self-estimation in the girls, (3) the tendency of girls to rate girls higher than they do boys, (4) no grade trends in ratings of associates by boys or by girls, (5) that few factors measured, (6) that teachers tend to be relatively conservative in self-estimation, (7) that teachers rate each other higher than they rate their pupils, (8) the lack of understanding on the part of teachers for boys, and (9) low but positive correlations on the traits measured between pupil and teacher personalities.—E.M.F.



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